

Meredith Serendipity

Once there lived three royal princes on the Isle of Serendib, now Ceylon.

The three were fond of treasure hunts; but they revealed to posterity one truth much greater than any gold or silver, rare spices or precious gems.

They discovered that, in their travels, whatever they had set out to find was usually far inferior to the unknown wonders that their trips held in store.

For this philosophy, a writer since has coined the word, SERENDIPITY.

Now a modern maid, a-minded
All these princes so renown'd,
Didst forth in search of treasure,
And 'twas Meredith that she found.

This prediction is called:

Meredith Serendipity

because, in it, the findings of this maid will be pictured for you, as she explores new regions where, ever and anon, she will find treasure richer far than any she has visioned in her fondest dreaming.

She now is living in Stringfield Hall, Meredith freshman dormitory. You shall have more information about her journeying in the next edition.



LEGEND

1. Gatepost on the royal road to learning.
2. Johnson Administration Building.
3. President Carlyle Campbell gives the Baptist Student Union Council his good wishes as they leave Van Hall for their annual fall retreat.





MEREDITH COLLEGE BULLETIN
SERIES 35. — SEPTEMBER 1941. — NO. 1

RALEIGH, NORTH CAROLINA

Meredith Serendipity

"I'm here!" said Miss Freshman, 1941. "What next, counsellor Gloria?"

"Enrollment now. What do you want most to learn about?"

"Everything and everybody."

"My, you'd better start with Chapter One. Have you had any ancient languages? That's my major. Let's find Dr. Helen Price, Latin and Greek teacher. She is the adviser for the classical club; and another thing about her that you will like, she makes you feel as welcome in her home as if it were your own. Her classes are heavenly (there slide all the deities)—and her Christmas Saturnalia—then the Roman Banquet in the Spring—gaudeamus igitur—"

"I've met a Carolina DKE and a State KA already, Gloria."

Now the Meredith maid a-minded
To the wherefore and the why,
Journeyed forth in search of sources,
Said she, "Greek One, I will try."

"O hell, Dr. Price. Will you help me? May I take a course in Greek?"

"I'll be glad to help you, and everyone that I can, to keep alive among Americans, memories and knowledge of the civilizations of the classical Mediterranean world. The wars in Europe are destroying so many of the ancient monuments and landmarks that I want to see live on, at least, in people's minds. But what about a course in Latin this year? I would advise Latin One, if you have had no high school Latin."

Adventure and treasure is indeed of many kinds; our modern miss is enrolled now in a beginning Latin course; more of her anon.



LEGEND

1. "...varium et mutabile semper
femina." Vergil.

2. *Meredith College from the air.* Photo by Stan
Boddy, *Nexus* and *Observer* photographer; plane by
courtesy of Serv-Air, Inc.

3. *Always know your Omicron Delta Kappas,*
Mrs. Dean Benson W. Davis advises a group in the
Meredith library.

4. *"Is that really Mount Olympus?" a member of the*
Tilen Hull Law Classical Club asks Dr. Price, as the
girls are being entertained in her home.



MEREDITH COLLEGE BULLETIN

SERIES 35 — OCTOBER, 1941 — NO. 2

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



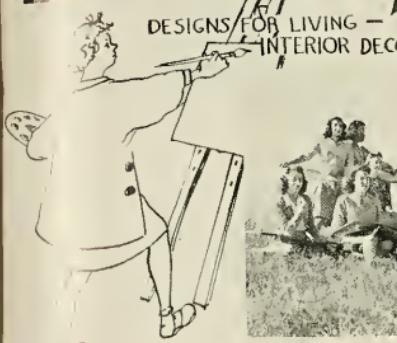
Meredith Serendipity



DESIGNS FOR LIVING —
INTERIOR DECORATION



PORTRAIT, STILL LIFE, FIGURE &
LANDSCAPE — PAINTING CLASS



"HIGH ON A
WINDY HILL" —



INTRODUCTION TO ART
CLASS



"FIELD TRIP" — ART HISTORY COURSE
MRS. MCFADDEN



FASHIONS, TEXTILES, POSTERS —
ART STRUCTURE CLASS

MR. CHARLES



MEREDITH COLLEGE BULLETIN

SERIES 35 — NOVEMBER, 1941 — NO. 3

ENTERED AS SECOND-CLASS MATTER

RALEIGH, NORTH CAROLINA

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Foreword

JANE YELVERTON WELLS, '38

President, Meredith College Alumnae Association

This, the fifth *Meredith Bulletin* to be edited by the alumnae, presents a brief insight into the activities of many of our graduates. We are grateful to the trustees for this opportunity, for coöperation between the administration and the alumnae will build an even greater Meredith. Efforts of one without the other would be "as sounding brass or a tinkling cymbal."

To members of the Bulletin Committee—Laura Weatherspoon Harrill, Gladys Leonard Dowell, Anne Poteat, and Betty Brown MacMillan—go our united expressions of deep gratitude. In choosing Bernice Kelly Harris' 1941 alumnae commencement address, "Early American Old Spice," Dr. Mary Lynch Johnson's incomparable article on Dr. Vann, and Edith Taylor Earnshaw's poem written in honor of Dr. Brewer, the committee has given us three examples of the type of work that is being done by some of our most accomplished alumnae. The directory of graduates who have been awarded advanced degrees calls attention to the fact that many of our girls are carrying on the noble tradition of a desire for continued learning. We are happy also to get a personal glimpse of the members of the 1942 reunion classes from their notes.

Ruth Couch Allen in her presentation of the Loyalty Fund turns our thoughts from past and present accomplishments to an opportunity of expressing our love and loyalty for Meredith through material manifestation. Meredith needs us. Let us show our loyalty and see to it that Meredith College continues to live. From the depths of our hearts let us say, "Long live Meredith!"

Richard Tilman Vann

(1851-1941)

MARY LYNCH JOHNSON, '17

With long life will I satisfy him, and shew him my salvation.—Psalm 91:16.

I am come that they might have life, and that they might have it more abundantly.—John 10:10.

Length of life and abundance of life are quite different; one by no means implies the other. To Richard Tilman Vann both were granted in full measure. Born November 24, 1851, he lived into his ninetieth year. He was a boy during the Civil War; he grew to manhood during the strenuous days of Reconstruction; in middle age he witnessed the turn of the century; he had almost reached three-score and ten at the end of the first world war. But his age, in itself, was of small significance, least of all to Dr. Vann. He once commented on the pity it was that there was nothing worth recording in the life of the oldest man in the world's history except its extreme length.

Much more important is the fullness of his life—a life spent in service to God and to his fellow-man, a life strengthened with the joy of the Lord.

As president of Meredith College he did his most distinctive work. This newest child of North Carolina Baptists was only a year old in 1900, when he came to the presidency, and was staggering under the name of the North Carolina Baptist Female University. He gave to the college fifteen years of distinguished service. In 1900 the college property, valued at \$75,000, consisted of half a square on which were two buildings and a \$35,000 debt. By 1915 the plant was freed of debt; with eight buildings instead of two, its value had increased to \$289,050; and an endowment of more than \$127,000 had been accumulated. Even with the discontinuing of the primary department, of the business course, and of the degree in expression, there was an increase in enrollment from 220 to 383. Entrance requirements which were virtually nonexistent in 1900—Elizabeth Avery Colton estimated them to have been about 3.5 units—were by 1912 raised to fourteen units, so that the class of 1915, the last class to graduate under Dr. Vann's administration, had entered with fourteen units. With the scant salaries which the college could offer, Dr. Vann managed to gather around him an unusually strong faculty. The name of the school had come through the stage of the Baptist University for

Women to Meredith College. This happy choice of name was Dr. Vann's own.

Statistics, however, are but a feeble measure of the work of any great man. The influence of his brilliant mind, his colorful personality, his strength of character, all went into the shaping of the minds, personalities, and characters of one college generation after another. And as college generations yet to come sing the glorious words and music of his Alma Mater—a priceless heritage to Meredith—he will live in their hearts.

It would be hard to say whether Dr. Vann was better known as educator or preacher. He quite literally held many an audience spell-bound. The keen wit that gave such flavor to his conversations glinted here and there in his sermons. His published volume of sermons, *The Things Not Seen*, proves that his was not the mere spell of oratory but of profound thought and real heart power. A discriminating judge of preaching himself—it was one of his delights in his later years to recall great preachers he had heard and known—he refused to believe his own sermons worthy of the praise they received. Thus he gave another proof of his real greatness.

His prayers, both in church and in homes, will perhaps be remembered even longer than his sermons. Through his prayers for those in trouble or distress, for those going with loved ones through the Valley of the Shadow, he attained oftener than he dreamed the ideal which was George Eliot's:

May I reach
That purest heaven, be to other souls
The cup of strength in some great agony.

As a friend, he was unparalleled. His wide experience, his delicious sense of humor, his tolerance and sweetness which grew with the years, his alert interest in the day's happenings, trivial as well as worldwide, made a visit to him a delight. His courteous welcome was never-failing, and was never a matter of form, because his enjoyment of his friends' visits was genuine. As he outlived his own generation, he gave to the sons and daughters a welcome as warm as that once given to their fathers and mothers, or grandfathers and grandmothers. Fifty or seventy-five years' difference in ages mattered little on either side. And more than one middle-aged friend will miss being addressed quite naturally as "child."

This long life, busy and useful, was wrought out under conditions which to a mind less brilliant and a soul of less heroic mould would have been disastrous. When he was twelve years of age both arms were cut off in a cane mill. It is almost impossible to realize the courage, the patience, the ingenuity, the skill which the overcoming of

such a handicap demanded. To those who did not really know him, the ease with which he did the thousand and one things which make up daily living seemed almost a miracle. Grown people who first saw him stared round-eyed as children as he quickly opened the pulpit Bible to the right chapter and verse, wrote more legibly than most of us, stirred his coffee, opened a door, or sent a croquet ball through a difficult wicket. But those who knew him thought little of all this. They judged him by the same standards that they judged folk whole of body. They never thought, "How wonderful that he can do this or that"; they took it for granted that he could—a truer tribute than admiration.

For the past several months it was evident that for Dr. Vann, in the lovely phrase he once used of a friend, "healing must wait on immortality." Like Bunyan's Mr. Valiant-for-Truth, he was ready to pass over the river, and surely "all the trumpets sounded for him on the other side." After four score years and ten of earthly service, what joy must now be his, to be among those that are "before the throne of God, and serve him day and night in his temple!"—*Biblical Recorder*, August 13, 1941.

A Village Lad

(To CHARLES EDWARD BREWER)

(1866–1941)

EDITH TAYLOR EARNSHAW, '05

Others from out their hearts, in loving praise,
Have sung of him in his maturer days:

But I, too, love him well, and fain would add
A simple song about a village lad.

'Twas "country" more than "village" in those days
When he explored the mystic, twilit maze

Of Wake's deep Forest—barefoot, freckled boy,
Adventurous and full of life and joy.

His parents—who were saints on earth, we know!—
Were wise to let him roam the woodland so;

I think they must have known he went to school
In these dense woods, mysterious and cool;

Sure, principles instilled at home with care
Were clarified, lent deeper meaning there—

There's purity in springs, and faithfulness;
There's honesty in oaks—beyond a guess!

There's beauty in a wildflow'r, and a note
Of Heav'n's own choir in a thrush's throat;

And there's a deal of wisdom and of worth
In shy, four-footed friends of Mother Earth.

This careful shaping of his life foretold
A day when he uncounted lives would mould;

And so the miracle was slowly wrought—
He learned, not dreaming he was being taught;

The "campus" of Dame Nature's school was wide—
Adventure seemed to lurk on ev'ry side;

Mulberry Orchard, summer-cool and still;
The pasture with the precious coasting-hill;

The old brickyard; Wolf's Den and Holding's Pond,
Mill-Seat and Balance-Rock—O he was fond

Of all of these, and each a thrill would bring,
And yet, this lad loved best of all—Rock Spring!

Half hidden in the folding of the hill
This paradise abides, and ever will,

For now no woodman's axe may rob its pride,
No plowman slash deep wounds upon its side;

Forever, through sweet Carolina days,
A monument to him—and his—it stays!

The seasons to Rock Spring are always kind:
Pink Honeysuckle one is sure to find

And Violets, upon the slope in spring,
And Quaker Ladies. And the mild days bring

Hepatica and Bloodroot, while the breeze
Wafts secret messages from budding trees.

And in the summer 'tis a leafy place,
Roofed with blue sky. And shadows lie like lace

Upon the ground. There's moss for small, bare feet,
And lichen'd rocks provide a welcome seat;

A silver stream sings softly as it goes
To serenade the fern and Briar-Rose,

Then suddenly becomes a wild cascade
With foam and shattered rainbows overlaid,

Then rests in deep, dim pools where "crawfish" play,
And "mellow-bugs" dart nervously all day,

And little boys build dams—wet to the skin!—
Or fish for minnows with a crooked pin!

In autumn 'tis a gold and copper mine
When hickories and beeches brightly shine;

Then on a late and cool November day
The wealthy oaks have rubies on display!

In winter, with the leaves crisp on the ground,
Then, even then, may loveliness be found

For pines, as real as friendship, grace the scene,
And willingly keep summer's mem'ry green.

Out from its hidden source the spring flows on—
We know not in what prehistoric dawn

The first bright drop pursued a crystal way
And somehow came from darkness into day;

We only know it issues from the sod
Fresh and unfailing, like the love of God!

O thus Rock Spring was then—and is today—
But he who loved it best has gone away!

I wonder, after threescore years and ten,
Is he perchance a carefree lad again,

With all time his? All Heaven to explore?
Unbounded strength vouchsafed him, as of yore?

None can say—but we believe a share
Of joy supreme was waiting for him there!

And Heav'n must not seem strange to him, I know—
He had so sweet a taste of Heav'n below!

Early American Old Spice

BERNICE KELLY HARRIS, '13

(Alumnæ address delivered at the annual meeting of the Meredith College Alumnæ Association, May 31, 1941.)

On this thirty-first day of May, 1941, alumnæ addresses seem, extrinsically, important. The words, complaisant or provocative, that are used on occasions of this kind do not make a great deal of difference to contemporaries or to posterity. But we are becoming increasingly vigilant of the wanted and traditional; and, notwithstanding the cliché, our Way of Life is moving toward the conviction of a Credo.

Besides the traditional, a certain intrinsic importance attaches to the relation of alumnæ addresses to their decades. Even a cursory appraisal reveals a significance. In the decade after the war, when even religious denominations in the South were underwriting expansion in terms of seventy-five million dollars, and on boosted salaries Meredith alumnæ were paying installments on Florida real estate they had seen only through promoters' eyes, commencement speakers analyzed the personality of Meredith, the tide of new thought in China, early ideas regarding the education of women, the meaning of Meredith, and the necessity of recognizing that which is beautiful. In the depression that followed the pseudo prosperity of the post-war boom, when banks were failing and Florida real estate was proving to be valueless swamp land, there is perhaps a hint of escapism that such times seem to demand in the lovely titles, "Mansions of the Mind" and "Beauty Incarnate" and "The Romance of a Liberal Education." There is also the stimulating challenge to Meredith alumnæ to be more public-spirited and socially-minded in the presentation of "Problem Solvers" and "What We Learned in 1932," that fateful 1932. During the past few years while there has been a relatively soundless moving toward a cataclysm, there has been an awareness of the decades' trends, not wholly free of nostalgic glances toward the good old days, an awareness amid the complicated pattern of activities of the exigency of "Leisure to Grow Wise"; of concern for a "suffering and oppressed world" on the part of complacent "Sheltered Women"; of a stand for "unadulterated Christian culture" in "The Meredith Procession"; of discipline, with the assurance of "Victory through Discipline."

And so we come to the year of our Lord, 1941. (An unnamed decade following the "galloping twenties" and the "thundering thirties.") The good old days, we are warned, are gone. It is construc-

tive to move with the times. We must ride, we are told, "the wave of the future," defined variously by the defeatists and by the optimists, but unanimously in respect to the exigency. Those Englishmen who sing there'll-always-be-an-England already have nostalgic overtones in their voices; for the England that was, as Dr. Thomas H. Briggs pointed out in a recent address, will never be again, whatever the outcome of the present conflict. Labor, for its support in this war, has been given assurance of far-reaching social reform, implying revolutionary changes in England when there is again peace on the international front. Likewise, our own social status will never be the same it was a generation ago. Radical changes are taking place in our economic, industrial, political, and to a degree religious life; and while our own revolution has been going on with a minimum of riot and bloodshed, we have only to observe "the red sky at morning" to realize that no part of our commonwealth, no alumnae group, is detached.

Some of the changes will be disturbing and cannot be faced with equanimity and fearlessness; they will bring problems, dark misgivings perhaps, and the good old days will take on a fulsome color in the pattern of time. That the total effect will be constructive and salutary has to be believed. The seeds planted in garden and flower beds are tiny shrivelled things, but they have in them a gracious harvest. The living entity whose form changes so impossibly was and is mustard and morning glory. There is within man the power to take change and to ripen it toward better living.

In the vicissitudes of the upheaval, if it is constructive to move with the times it is also constructive to be "steadfast, immovable," even to go back beyond the times to the fundamentals that relate past and present and future to timeless values. The sense of tremendous things impending challenges a new evaluation of the ends of living. Some of the countries this spring have been re-assessing property. Land that is swampy, sandy, or untillable because of underbrush and gullies may have had too high a valuation under a previous assessment, while land with luxuriant timber and fertilization may have been underestimated. Without begging an analogy, a re-assessing of values that constitute intangible possessions may be indicated: the swamps and underbrush that have bounded these latter days may need a clean appraisal.

What, then, of the integrity of motives that underlie the ends of living, currently? Whither the causes and crusades, the projects and ventures, the leagues and clubs that sometimes are almost in way of cluttering living? Do they engage hearts or are they reflexive responses, acquiescence to fellow-crusaders who are cultured and public-spirited and abreast or not at all, mental acquiescence to more abundant living? Among the causes that are subscribed to because they

must be subscribed to, what heart-service to a Cause is cultivated, what energies are stored inwardly against the stress of time and circumstance?

The organized concern that is shaped to the pattern of the problems of the day is indeed directed, objectively, toward the more abundant life, but there is a subjective approach that cuts through years' objectives and manuals to the timeless principle of loving neighbors as selves. There is (and more power to it!) intellectual concern over poor housing; specifically is Northern concern engaged over the Southern sharecropper and tobacco roads in Georgia, as isn't Southern over the Okies out West or the sweat shops up North or Africans in Africa? There is the warm aura of fellowship among kindred minds over moving programs about living conditions of migratory workers Somewhere. Is there, specifically, assent to the advanced prices that might make better living for strawberry pickers and lettuce gatherers? Are those, nearer than Somewhere, comfortably housed? There is an unauthentic froth about the lather of pity starving Belgians exercise, among certain Californians in high places, when the Joads in California do not produce even a mild perspiration.

Sociological studies impart facts, glib on the tongue, from treatises and reports; pots and pans of the "economic problem number one" lump are peered into and their caloric and vitamin lack deplored. The direct, the subjective approach that is concerned with the human aspect, the relation of facts to life and personality, relates past, present, and future to abiding values. There is no lump that facts alone will leaven.

Does the sense of tolerance need a re-assessment this 1941? At this hour when the intolerance of men and of nations is bringing such devastation to the world, the plea for even intelligent intolerance has an alien flavor on the tongue. Consent to the sublimation of the material, the unchaste and the profane on the ground that ideas and mores must move with the times is less than constructive. It may be a small thing, it may be a significant indictment of the tolerance of the day that perfumers are selling, to nice women, My Sin and Indiscreet, Styx (S-t-y-x, the river of death), Purple Passion and Tailspin, and that they are described as the most effective of all odors. Yes, nice women are buying today very dramatic perfumes—"drama by the dram," the advertisers label it. On April 11, 1941, among the pre-Easter suggestions alluringly presented in the newspaper by a big department store in Richmond was this legend: "Drama by the dram—dainty Easter flacon in gift box with your purchase of a dram" of any of the following perfumes, among others: Possession, My Sin, Indiscreet, Styx, Surrender, Sleeping, Shocking, Scandal, and Tailspin. For Easter, my fellow-alumnae.

It may be touching to see youth atomizing My Sin over its freshness but for "those charming years" to touch its ears, if it does, with Tailspin, Indiscreet, Scandal, Surrender, before going out to crusades is a challenge to tolerance. It is heartening to know that mass production has not set in yet, that My Sin and Purple Passion are still too "exclusive" and expensive for ten-cent stores. Early American Old Spice has a sound, among these exotic essences, of mellow wine-saps in the attic, of gingerbread in the oven, of lavender sprigs among linen, of lemon verbena, of clean housekeeping. Of course Early American might give us Salem Witch.

There is evidence that Tailspin has touched more than physical ears these latter decades; it smells challengingly in the mores. As men and nations fall before an intolerant ideology, there is the inclination toward increased tolerance of essences and ideas and behavior of mankind. Even the mediocre, because of the demonstrated evanescence of man's thought as expressed in architecture and sculpture, for example, takes on a sort of shine from the conflagration that has grown out of intolerance. A pseudo dignity, likewise, attends the mediocre in mores and behavior, actual and fictional. The liberty of the individual tangled in a morass of convention and form becomes, under the anesthesia of Tailspin and My Sin and Surrender, plain disregard of propriety and law. Convention is a more excellent thing than it is sometimes made out to be; license, much less fine. When free thinkers idealize the "courage" of those who discard authority, when moralists tolerantly tone down our Early American Old Spice by Tailspin, My Sin, Shocking, when writers try to noblify Indiscreet heroines who break through conventions and count the world well lost for Purple Passion, then Early American—call it narrowness if you will, or puritanism—may be constructive. Narrowness as against the breadth that atomizes My Sin over the decades, as against Tailspin in morals of fact and fiction is an exigency in the re-assessment of the intangibles.

Most of all in this re-assessment of possessions, this re-valuation of motives and tolerances, there is the need to hold fast to spiritual values, to be immovable in the faith and conviction of our fathers. Without a spiritual store, leaders and public servants have been overcome these latter decades by greed and lust for power; families have been alienated, homes broken up because of selfishness and an unintelligent tolerance: classes have fought against one another because of avarice and materialism. Even churches and schools have not wholly escaped the materialism of the day; frills and display sometimes gloss over the spiritual penury. Flesh is more terribly at war with soul today than when knights were pledged to break the heathen and uphold the Christ. There is tragic urgency to build up spiritual

energy that will withstand the onslaught of septicism in the collective blood stream. There is no greater national defense than this. It is a simple fact that, in the economy of the ages, righteousness exalts a nation. Armaments and mechanized divisions and blitzkriegs splurge bloodily and powerfully through their little day. Through the eons the fervent prayer of a righteous man avails much.

The Loyalty Fund

RUTH COUCH ALLEN, '22, *General Chairman*

You have been reading in this bulletin about the past achievements and present occupations of Meredith alumnae. Now I want you to think of the future attainments. No distinction an alumna may win is likely to have more far-reaching or generally beneficial results than the distinction of being an interested, loyal, and generous supporter of her Alma Mater.

It is impossible to measure accurately the intangible gifts each one has received in friendship, inspiration, aims for life, and high standards of value. The money we paid to Mr. Ferrell and Mr. Hamrick did not pay for these things; their value to us cannot be estimated in dollars and cents. But we can help to repay our debt to Meredith by supporting her, thereby helping to make possible for other girls such advantages as we have enjoyed.

The opportunity for such service now presents itself. Some of you voted commencement to make the Loyalty Fund the chief project of the Association. Those who could not be present know about the fund. Every alumna is to contribute according to her means—not just the two dollars dues as in the past. The fund is to be used for whatever purpose is most important and will be most beneficial to the college at the specified time. The alumnae should consider it a real privilege to participate in this program. There has never been such a magnificent opportunity for the alumnae to show their loyalty. One sure measure of loyalty is the expression of it in some tangible way. Naturally there are more ways than one, but the easiest and in general the most effective way is by cash contributions.

The alumnae have been asked for a gift of \$7,500 to the college, the gift to be paid between now and May, 1942. Our officers feel sure we can and will reach this goal. Whether or not you have heard from your class chairman, please send in to the office at once your gift or pledge. At any rate, let's have the \$7,500 in hand before May. Contributions have already begun to come in before formal requests have been mailed to alumnae. The following gifts or pledges have been given unsolicited to Mae Grimmer: one \$200 gift, two \$100, one \$50, two \$25, and several small ones—a total of \$513. This is a fine beginning; let each one do her part to carry the program to a gloriously successful ending. Here is a real challenge. Let's meet it joyously and effectively.

WHO, WHERE, AND WHAT AMONG THE 1942 REUNION CLASSES

1902:

Beulah Bowden, Mars Hill, is teaching religious education and art at Mars Hill College. "I am necessarily carrying a load of work with two subjects. Each seems to deepen with me all the while. I have an English girl here studying art."

Rosa Paschal, Anderson, S. C. "I am teaching mathematics and psychology at Anderson College. I regret that, having no children, I am unable to send pictures of my children."

Sophie S. Lanneau, 520 Ave. du Roi Albert, Shanghai, China, has been living in Shanghai since the winter of 1938. She is teaching in the Baptist University there and in several consolidated schools, one of which is her own Wei Ling Girls' School of Soochow, which because of the war with Japan, is operating in Shanghai for the time being. Her sister writes, "After an illness this summer she is now quite well, happy in her work, and hopes to remain there in spite of adverse conditions."

1908:

May Baldwin (Mrs. J. E. Turlington), R. F. D. 3, Gainesville, Fla. "There is nothing new to tell of myself. My three oldest children are married and living in other towns. My preacher son, Henry, is a Fellow in Greek at Southern Baptist Theological Seminary in Louisville. Ralph is a senior here at University of Florida, and Jimmy is in junior high school. I keep house for these two, and enjoy church and club work."

Annie Dove Denmark is president of Anderson College, Anderson, S. C., trustee of W. M. U. Training School, Louisville, Ky., author of *White Echoes* (1932); and was awarded the degree of Doctor of Letters by Furman University, 1941.

Margaret Faucette (Mrs. B. Moore Parker), 119 E. Edenton St., Raleigh. "I married B. Moore Parker in November, 1915. He died in October, 1918, and left me with a six-months-old baby. For the last twelve years I have operated 'Parker House' (for tourists) on Edenton Street in Raleigh."

May Kemp (Mrs. John Horton), Zebulon. "I am still keeping house for my very small family. My daughter is married and lives near me. I have two lovely little granddaughters! My son is a graduate student at Carolina."

Bess Tilson (Mrs. C. N. Sprinkle), Weaverville. "My husband is a physician. I have two sons. Laurence, a first year medical student,

took his A.B. degree at the University of North Carolina this year. My second son is in Lee Edwards High School. I do church and club work in addition to keeping house."

1909 :

Margaret Bright, New Hill, is one of Meredith's most loyal alumnae. She has not missed a commencement since 1904.

Undine Futrell (Mrs. W. M. Johnson), 428 Stratford Road, Winston-Salem. "It seems to me ever since I could remember I have been the busy wife of a busy doctor, hoping each day that the next day I'll get around to some of the many things I want to do. We have two children. Catherine, who graduated at Meredith two years ago, is at home, happy and hard at work as associate editor of the *North Carolina Medical Journal*, and as soloist in the First Presbyterian Church. Livingston, a junior in high school, is preparing to be the kind of doctor his father is. Nothing glamorous or thrilling to tell—but satisfying."

Hattie Sue Hale (Mrs. Charles B. Newcomb), Wilmington. "You remember I gave up my plan of being a missionary to bring up a family of Newcombs. When they left me for college (and later for marriage), I began teaching Latin. But in 1939 I was 'promoted to the Department for C. R. M. D., which, being interpreted, is Children with Retarded Mental Development.' You should see my little pitifuls: fifteen boys, thirteen to sixteen years old, pre-primer to third grade with IQ ranging from 42 to 65. I shall be tremendously interested to read what the other girls of '09 are doing. It hardly seems possible that it's been nearly four decades since we organized in Miss Ida's room at South Cottage in 1905."

Lucy Hayes (Mrs. R. E. Pittman), Greenville. "I am keeping books—the last thing I ever thought of doing when I left Meredith."

Leila Memory (Mrs. H. H. McMillan), Richmond. "In 1913, four years after my graduation, I went to China as a missionary where I have been during the years since then. At present I am at home on furlough, expecting to return to China as soon as women are permitted to return. Last school year I spent with my parents and sister in Whiteville, where our youngest child, Campbell, attended school. At present, Campbell and I are in Richmond, Virginia, with our oldest son, Archibald, who is on the editorial staff of our foreign mission magazine, *The Commission*. Mary Fay is teaching at Kinston. John is a junior at Wake Forest College."

Katherine Staples (Mrs. R. E. Parker), 2019 Terrace Ave., Knoxville, Tenn. "I am just a housewife, with no activities outside our home and my husband's work. He is a member of the English depart-

ment of the University of Tennessee and Coordinating Secretary of the Work Conference Committee of the Southern Association of Colleges and Secondary Schools."

1910:

Lillian Draughan, R. F. D. 6, Box 45, Dunn. "There isn't much to say about me except that I am staying at home looking after the farm."

Jennie Y. Fleming (Mrs. Frederick Severance), 295 Murdock Ave., Asheville. "After teaching physical education in public and private schools, serving two years as physio-therapist in the government hospital following the last world war, then marrying and bringing a girl and boy to the present age of junior and senior high school, I believe I have found at last my real life work. Since last winter I have been assisting now and then in a private nursing house. There are twenty-two patients, mostly 'borrowed timers,' but some scarcely older than I. Some are retired school teachers, some 'retired parents,' and some are life's unclaimed blessings. All have lived interesting lives and have not yet lost their zest for living. I find them very congenial and I am being urged by some to start my own home, and I hope I may some day. If I could just get Emily Boyd Garrison for my business manager, I'm sure we could make a go of it. There seems to be quite a demand for this kind of place. The modern day stride of young people is too much for the grandparents. If any one wants to assure peace and tranquility for themselves for such time as they may be in need of same, their correspondence is invited."

Katherine Parker (Mrs. L. E. M. Freeman), R. F. D. 3, Raleigh. "My main job is trying to adjust myself to the new kind of life which comes after one's children have flown the nest, so I am planning to do more things outside of home. My keen interest right now is a sewing class in connection with the House Service League of the Salvation Army. I have never worked with really poor people before, and find them interesting and appreciative. My biggest news of the year is that John is married, so at last I have a daughter. They are grand institutions, especially ready-made ones."

Annie Gardner (Mrs. U. E. Swann), Beaufort. "I was known for our four college years as the confirmed old maid of the class of 1910. I disrupted all prophecies when I married U. E. Swann in 1913. I have been his only wife since then and we have spent a happy married life in beautiful 'Beaufort by the Sea.' We have one son, Edgar Holman, who is now an Ensign in the U. S. Navy."

Lonie Hocutt (Mrs. J. P. Goodman), Asheville, has two sons in military service; a third son graduated at Mars Hill last year; and a fourth, Richard, is a senior at Mars Hill now. Mary Eugenia, the

daughter, is a high school student at Montreat College. Church and clubs furnish outside interests.

1911:

Lillian Allen (Mrs. H. H. W. Hart), Waynesville. "I am owner and manager of a hand-weaving shop, 'The Balsam Mountain Weavers,' in my home town, Waynesville. My son is in school in Cincinnati, Ohio, and my daughter is with me here."

Emily Boyd (Mrs. R. L. Garrison), Box 90, R. F. D. 1, Sanford, Florida. "Here we have citrus fruit of some variety practically the year round, also papayas and avocado pears (when not killed by the frosts). At present time we are not growing celery, as the expense of marketing becomes too heavy. We are now growing commercial truck crops, and turkeys in confinement pens off the ground. The enclosed 'snap' represents my 'children.'" (This snap was of a bunch in outside pens temporarily.)

Emma Byrum (Mrs. F. W. Hobbs), Edenton, has just moved into her new home. She is bookkeeper for Chowan Motor Co. and this summer won a beautiful silver service in a Chevrolet bookkeepers' contest for North and South Carolina. She says, "Between keeping house and keeping books I stay pretty busy."

Leonita Denmark, 565 N. Person St., Raleigh. "I'm in the Denmark Studio with my brother—portrait business, from identification pictures to oil paintings, life size canvases. Still here in Raleigh. Still 'miss,' so I send no photographs."

Rose Goodwin (Mrs. F. K. Pool), 320 University Ridge, Greenville, S. C. "There is nothing in particular to say about me, but some of the old girls might like to know that I am writing a little music from time to time. The anthem 'Dedication,' written for the Jubilee Convention in Richmond, has been adopted as Founders' Day anthem and is sung every year on that occasion at the W. M. U. Training School."

Essie Dale Hunter (Mrs. R. D. Dickson), 410 Gatewood Ave., High Point. "The most interesting thing that I am experiencing just now is not teaching for the first time since I left Meredith. I am keeping house. Certainly it is full-time employment, but I am enjoying it fully."

Bessie Lane, 803 Professional Bldg., Raleigh. "There is nothing exciting to tell you—and I've no picture of my children! Along with six or seven thousand other women doctors I am interested in getting a commission in the U. S. Army, which is probably not going to materialize."

Juliette Loving (Mrs. P. P. Green), Tripler General Hospital Honolulu. "Being an 'army wife' (see poem in *Saturday Evening*

Post, May, 1941), has many compensations, but it's not so easy to live 'like an Arab.' In twenty-four years I have lived in twenty houses. Our three children are Philip, Jr., a junior at Princeton; Robert Boyce, senior in high school here; and Jeannette, in the third grade."

Minnie Middleton (Mrs. Ernest Hussey), 932 Carr St., Greensboro. "Still Readers' Adviser in the Woman's College Library—a sort of go-between for girls and books—that is, reading for fun and pleasure. Son in the army (John Anderson) and daughter (Frances) in high school—both nice kids!"

Lila Stone (Mrs. A. T. Seymour), Apex. "I am living in the same house I moved into as a bride twenty-eight years ago. From an architectural viewpoint it certainly could not serve as a model, but into it has gone 'a lot o' living' and no other house, however beautiful, could be so much home to me. I have taught in the same Sunday School continuously over twenty years, lead a missionary society circle, serve on various committees."

1917:

Lillie Belle Ashworth (Mrs. L. L. Cherry), Scotland Neck. "I have been busy with the job of making a home for my husband and two children, and performing church and civic duties. My daughter, Christine, is a student at Mars Hill this year, and my son, Louis, graduated from Wake Forest in 1940 and received his degree in library science at Drexel in Philadelphia this year. I'm looking forward to the reunion of the 'Butterflies' of '17 in June."

Amy Carter, 57 Lockley Ave., Asheville. "I am living with my sister, May Blackstock. My business is tutoring—teaching boys and girls who are ill or perhaps for another reason cannot study with a group."

Edna Dellinger (Mrs. G. D. Hoyle), R. F. D. 4, Box 705, Charlotte. "There is not much I can say about myself except that, after several years of inactivity outside my home, I have recovered sufficiently to get out and do my bit in my church, P. T. A., and Meredith Club. That is a lot for me to be thankful for. My son, Dick, is a freshman in chemical engineering at State College. My little girls, ten and twelve, are in school."

Margaret Garvey (Mrs. H. DeBerry), 303 Hill St., Rocky Mount. "For eleven years after graduating I taught school in Wilmington, my home town. Then I traveled about a few years, living in New Orleans, Birmingham, and Atlanta, with my first husband, Mr. D. L. Campbell. After his death I married Mr. Howell DeBerry, and for the last ten years have made my home in Rocky Mount."

Helen Harper (Mrs. Cleveland Thayer), Asheboro. "Since 1925 we have lived in Asheboro, and about four years ago built our home

in the Westmont section. I am especially proud of four things: my fifteen-year-old son who became an Eagle Scout this summer, my lovely home, my flowers which are raised by my husband, and my association with Meredith College."

Rosa Hocutt (Mrs. J. C. Powell) is now connected with the Iyawo (Bride's) School at Saki, Nigeria, West Africa. The school is particularly for those young Yoruba women who have never had any opportunity to go to school elsewhere for even the most elementary education.

Louise Holding (Mrs. D. M. Smoot), Wake Forest. "Our children are Jean, fifteen, of Decatur, Georgia, and David, Jr., who is six and started to school in Wake Forest this fall. Jean is a lovely brunette, while David is a decided blonde. Both are great talkers and very enthusiastic. I am still very busy in the post office while my husband commutes daily to Raleigh to his work as president of the Insulation Co., Inc."

Mary Lynch Johnson. "Still a spinster—still at Meredith—still especially glad to welcome among the entering students the sisters and daughters and nieces and cousins of the alumnae."

Nancy Joyner (Mrs. W. G. Suiter), Weldon. "Just living in 'my house beside the road,' enjoying the endeavor to be a friend to my Sunday School children (superintendent of their department); my missionary society (secretary and circle leader); my church (one-half block away); the American Legion Auxiliary (president); the P. T. A.; school board; my husband-doctor's patients; and my three grown daughters and their friends."

Oma Norwood (Mrs. O. L. Holliday), R. F. D. 1, Raleigh. "I live about twelve miles from Raleigh. I keep house, and I also keep books for my husband's cotton gin. This bookkeeping includes sending a report to 'Uncle Sam' every fifteen days."

Nellie Page (Mrs. C. K. Smith), Chalybeate Springs. "I'm looking forward to seeing you all at next commencement—our 'Silver' reunion. I have been fortunate enough never to have had to miss a commencement and hope to get there surely for that great occasion."

Maisie Frances Snow (Mrs. Russell Farrar), 219 Faculty Apt., A. S. T. C., Boone. "I am testing recipes and making the menus for the best school restaurant in North Carolina, that is, the cafeteria of A. S. T. C. My son, now sixteen and in school, couldn't be pried loose from a picture. For that you can't blame him because he looks a bit like me, and not like his goodlooking Farrar kin."

1927:

Mabel Andrews (Mrs. R. W. House), Monroe. "There's not much to tell about me except I stay busy all of the time with the two boys.

David is six and goes to school. Donald is six months old. We have lived here nine years. Ray, my husband, is principal of the high school."

Mary Ayscue, Recorder Bldg., Raleigh. "No pictures to attach, no news to write, no facts to record—except that I'm still in the Baptist Book Store, Raleigh."

Mildred Braswell (Mrs. Wade E. Funderburk), Ruby, S. C. "I'm a Baptist preacher's wife—the pastor's assistant for seven churches; associational superintendent of Chesterfield W. M. U.; president of Ruby W. M. S.; principal of Zion graded school; housewife."

Louise Brockwell (Mrs. A. Langdon Joslin), 2231 Selwyn Ave., Charlotte. "I'm the mother of fifteen-weeks-old Mary Louise, who was named for my sister, Mary, and me. Am keeping up my music, however, as soloist at Saint Peter's Episcopal Church and second vice-president of the Charlotte Music Club."

Flora Mae Cavenaugh (Mrs. Troy E. Jones), Red Springs. "I have the interesting tasks of being a preacher's wife, housekeeper, and mother of a baby boy, born July 6. All three tasks are enjoyable and challenging beyond measure."

Lena Covington, 1008 Monmouth Ave., Durham. "I have been on the staff of the Duke University Library since the summer of 1930. During the school year, 1938-39, I had a leave of absence to attend library school at Emory University in Atlanta. At present, I am in the cataloging department."

Mary Crawford (Mrs. C. S. Norwood), 810 Park Ave., Goldsboro. "I am keeping house for my husband and my son, Charles, Jr., who is eight years old. I manage to stay busy doing the outside things that come my way—church, circles, P. T. A., clubs, etc. But I love it all and would not have it otherwise."

Ruby Davis (Mrs. J. O. Broadwell), R. F. D. 2, Raleigh. "I would not burden the *Bulletin* with an account of my activities, but leave to the imagination how a farmer's wife with eight step-children spends her time. Suffice it to say that Shakespeare rests in peace on my bookshelf; no more do I harry his ghost with odd interpretations. Now the joy of my life is Reuben Grant Broadwell, my own little boy."

Marguerite Harrison (Mrs. P. E. Berry), 107 E. Hampshire St., Piedmont, W. Va. "I am now a physician's wife, spending most of my time answering calls for him and trying to keep up with my seven-year-old son. I do have some private pupils in piano, and am director of the church choir."

Margaret Haywood (Mrs. M. A. Powers), Hoffman. "While many of 'life's extras' came to me at Meredith, equally as many awaited me in this profession of teaching fine boys and girls. For the first ten years I taught in my native county in Troy city schools. Then I was

married to the principal of Hoffman School, and since then have been located in the government reservation in the heart of the sandhills. I continue to teach and at the same time put into practice some of Miss Brewer's household management ideas. The natural beauty of the reservation, with its long-leaf pine, numerous lakes and interesting wild life, makes it imperative for one to spend some time out of doors. Painting has become my neglected hobby. Cordial greetings to each of you, classmates of 1927."

Mary Herring, 2830 Barmettler St., Raleigh. "As you see I'm here with Celia at present. My main objective is that of getting strong enough to go back to China when the time is ripe for going. But though this interim may be longer than I would choose, yet I am enjoying it thoroughly."

Odessa Hightower, 200 E. Cleveland St., Spartanburg, S. C. "I'm still holding the same job—proof reader for the *Spartanburg Journal*, a daily newspaper. The rest of my life is insignificant and I'm sure the classmates I had at Meredith are not interested in hearing the woes of a newspaper woman."

Elizabeth Larkins, Mansion Park Hotel, Raleigh, is employed in the Department of Labor in Raleigh.

Margaret Lassiter (Mrs. Walter C. Conner), Rich Square, is keeping house for her husband and three children, Joyce, Walter, Jr., and Mary Agnes.

Ruth Leary (Mrs. Wm. R. McRacken). "I have returned to Morehead City, my former home, and am living there with my little daughter, Bobbie."

Mary Garnette Martin (Mrs. T. B. Hough), Swepsonville. "I'm just being a Methodist preacher's wife—keeping house and doing a little teaching on the side line. I have one little girl, Mary Jane, twelve years old."

Glennie Lee Morgan (Mrs. L. S. Lighter), Charlotte. "Teaching high school science, doing post-graduate work and studying medical technology occupied my first several years after leaving Meredith. For the last six years I have been a member of the technical staff of Mercy Hospital, Charlotte. Am a member of the American Registry of Medical Technologists. I am very happy in this work. Just now I am getting ready for the most exciting moment of my life—will be married Oct. 25 to Leroy S. Lighter of Charlotte."

Virginia Murchison (Mrs. Jesse C. Carston, Jr.), Germanton. "My husband is the principal of the Germanton school. I teach in the King school in this county. I'm very much interested in club work, serving at the present time as vice-president of the Woman's Club of King."

Valeria Nichols (Mrs. Gilbert Foster), North Wilkesboro, is teaching in the Miller's Creek High School.

Clyde Parrish (Mrs. Manly Mason), Newport. "Being a small town doctor's wife and the mother of four lively children—ages one to eleven—explains in few words just what I'm doing."

Carolyn Peacock (Mrs. Gordon Poole), Glens Falls, N. Y. "My husband is pastor of the First Baptist Church in Glens Falls. After leaving Meredith (as teacher) I lived three and a half years in Caver-dish, Vermont. Since then I have been here busy looking after my two boys, Gordon Joseph, aged two and a half, and David Allen, aged six weeks."

Olive Pittman (Mrs. David Worth), Poole Road, R. F. D. 2, Raleigh. "I'm still teaching school. Peace is a fine school and I thoroughly enjoy my work there. We still live on our farm and work in town. Our six-year-old daughter makes no bones about calling herself our 'pride and joy.'"

Izorah Reese, 739 Sixth Ave., West Hendersonville: "I am still an 'old maid school marm,' teaching French and English in Dana High School here, active in church work, enjoying life to the utmost."

Mary Robert Seawell, 315 McIver St., Greensboro, is librarian at Central Junior High School, Greensboro.

Beulah Stroud, R. F. D. 6, Kinston, is librarian at Grainger High School, Kinston.

Willia Thompson, Mount Hope, West Virginia. "My report does not change much. The only thing I have to show for my time is an M.A. degree from West Virginia University. I teach French and Latin in my home town high school."

Laura Weatherspoon (Mrs. L. R. Harrill), 1607 Iredell Drive, Raleigh. "After graduating, I taught for four years and then in 1931 I married, and, as they say, 'settled down.' I find, however, that life is never settled, because every day is a full day. I am busy looking after our two children, Julia Anne, eight years old, and Jim, five years old, doing some private tutoring in Latin, and substitute teaching in the high school, and some church work. Of course, with Mae Grimmer near, I must do some alumnae work."

1928:

Ruth Abee, St. Augustine, Fla. "I am teaching and supervising in the blind department of the Florida School for the Deaf and Blind. I am enjoying my work very much in the state of sunshine and palms, but I still feel a little thrill when I hear anything about Meredith College."

Margaret Broadhurst (Mrs. L. S. Overstreet), 1629 W. 47th St., Norfolk, Va. "I am happily married, and both of us are active in the

Larchmont Baptist Church here. I have been with the Travelers Aid Society of Norfolk since 1931."

Elizabeth Buffaloe (Mrs. C. M. Scott), 605 E. Lane St., Raleigh, teaches piano privately at her home. She has a thirteen-months-old daughter, Joan Rebecca.

Madaline Elliott (Mrs. E. W. Buchanan), Dover, Del. "I am majoring in home economics these days—trying to be the ideal wife for 'Buck' (who is an independent tire distributor for Firestone) and the perfect mother for nine-year-old Rebecca (she was Becky Jane until she started to school!). For extra-curricular activities I find plenty to do in the church, woman's club, A. A. U. W., book club, etc.; and have actually managed to knit two sweaters and a pair of socks for the Red Cross."

Nell Coffey (Mrs. B. M. Linney), 109 S. Anderson St., Morganton. "Since losing my husband last year I have gone back to teaching after not having taught for eight years. I am teaching freshman English and commercial geography in the Morganton City High School. I have no children."

Pauline Freeman (Mrs. D. G. McFadyen), 907 Arsenal Ave., Fayetteville. "I am doing the same thing that I have been doing for the past several years—nursing children. My three little ones are David, five and one-half; Delaine, two and a half, and Pauline Freeman, one year old."

Jessie Gambill (Mrs. M. G. Cox), Independence, Virginia, married a dentist and has four daughters of whom they are very proud. She is interested in P. T. A., W. M. S. work, and art. Her hobbies are collecting cacti and reproductions of famous paintings.

Lenna F. Gambill, West Jefferson, is Home Management Supervisor, Farm Security Administration, Ashe County.

Elizabeth Graham (Mrs. Ralph S. Williard), Farmington. "I have been teaching ten years in the public school here. At present, in addition to teaching French and math., I am school librarian, and have charge of the music in high school. Also I am active in church work. You can imagine how busy I stay doing all this and my house work, too."

Zelma Hocutt (Mrs. L. H. Dawson), Tye River, Virginia. "We are located in Amherst County and love it. The mountains are beautiful. We have four sweet children. The youngest is three and the oldest is ten—three girls and one boy."

Eula Hodges (Mrs. K. T. Boatright), 33 West Lock Lane, Apt. 8, Richmond, Virginia, has one little girl, Marilyn Kay, aged six. Her husband is employed by Eli Lilly & Co.

Blanche Horton (Mrs. Roland B. Davis), Seven Springs. "For the past six years I have been quite interested and active in Home Dem-

onstration Club work and for the past two years have been president of the Lenoir County Federation. We have a family of two—a boy and a girl."

Mary Rodwell Hunter, Raleigh. "My address and occupation remain the same—that is, Medical Technologist with the staff of Mary Elizabeth Hospital, Raleigh."

Annie Mildred Kelly (Mrs. W. M. Ginn), R. F. D. No. 3, Wilmington, has two sons, William and Fred, aged seven and five, respectively. She received her M.A. degree at Louisiana State University in 1930. Her thesis, "History of Rice in the United States," was published in *Louisiana Historical Quarterly* (1940) and also in *Rice Journal of America* in 1934.

Louise McComb (Mrs. T. L. Bennett), 3404 Alta Vista Drive, Chattanooga, Tenn. "I married the man who was in and out of the Meredith parlors all my four years. We have a son ten years of age. Besides my main interest, my home, I enjoy church, P. T. A., and club work."

Ree McGugan (Mrs. M. W. Beckwith), Fayetteville. "I'm afraid I've not much news. I'm trying to help run my husband's wholesale fruit and vegetable place, the Fayetteville Wholesale Company."

Katherine Maddry (Mrs. R. W. Severance), 2001 Colcord, Waco, Texas. "My husband is librarian at Baylor University. We have three children, Kay, six; Bob, three, and Sarah, five months—a North Carolinian, a Floridian, and a Texan. We have found that Texas is a mighty long way from North Carolina."

Martha Maynard (Mrs. James B. Mattison), 5 Forest Grove Drive, Silver Spring, Md. "Jimmy and I have built a little stone and brick house here, and we are enjoying having a home of our own. We live only about ten miles from the White House, so we have all the advantages of Washington."

Mary Ann Peebles, Danville, Virginia. "I taught for two years, did secretarial work for eight years, and I was graduated from the W. M. U. Training School in May, 1941. I am now Director of Religious Activities and teacher of English at Averett College."

Norine Ratley (Mrs. Denny F. Huggins), St. Pauls. "I taught for six years after leaving Meredith; was married in 1934 and so took over the duties of home-maker instead of teacher. I have one son, Donald, who started to school this fall; thus again I'm interested in the P. T. A. I'm serving my second year as president of our W. M. S. and this with some club work keeps me busy."

Elizabeth Richardson (Mrs. H. Bernard Helms), Monroe. "There really is very little that I can say about what I do. We live about two miles from Monroe; have three daughters—and they are a handful to look after. Our chicken project is about the most interesting

thing that we do. They all have pedigrees. We raise the chickens, hatch the eggs, and sell the biddies. I help a great deal in keeping the detailed necessary records."

Florence Stakes (Mrs. E. L. Whitbeck), Patchogue, N. Y., is married to a landscape contractor and has one daughter, Florence Revelle, "Peachie" for short, who is eight months old.

Dorothy Turlington (Mrs. D. M. Royal), Salemburg. "I have no children, so my doctor-husband gets all of my attention. My life is not a lazy one, and I love it."

Alma Webb, Mount Airy. "I am teaching third grade in the Mount Airy city schools. I have been here since I finished at Meredith. I am an Eastern Star and have been the Worthy Matron. I belong to an arts and crafts guild. We revived sampler making in our community. We do needlepoint and all kinds of fancy work. At present every member is doing Red Cross work of some kind. My hobbies are stamp collecting and making rag dolls, rugs, and stuffed toys."

Elizabeth Wheeless is a missionary to Kananj, W. P. India, sent out by the Independent Board for Presbyterian Foreign Missions.

Sarah Wiseman (Mrs. H. J. Bruin), is living at 700 18th St., South, Arlington, Virginia.

Evelyn Rhea Wood (Mrs. R. E. Shervette, Jr.), Enfield. "I am director of Baptist church choir, secretary to father and husband, housewife and mother of a four-year-old son, Robin."

1929 :

Nell Barker, Cameron Court Apts., Raleigh, is working in the treasurer's office at North Carolina State College.

Mary Burns (Mrs. Wm. Glenn Parker), Lincolnton. "There isn't much to say about me. Didn't some one say that happy lives don't make history? I'm working as superintendent of Public Welfare in Cleveland County."

Louise Craven (Mrs. Harvey Smith Godwin), Blue Mountain, Miss., teaches home economics in the college there and has one daughter, Miranda, five years of age.

Miriam Daughtry, Pennsylvania Hospital, Eighth and Spruce Sts., Philadelphia, Penna. "I am doing the same thing I have been doing for the past four and a half years, instructing in obstetrics in the Philadelphia Lying-In Hospital. It is interesting work and I enjoy it. The obstetrics department is connected with the Pennsylvania Hospital, which is the oldest hospital for the sick and injured in the United States, founded in 1751 by Benjamin Franklin."

Pauline Goodwin (Mrs. H. H. Jobe), Raleigh. "I'm still doing the same job—the numerous things that go to make up home making,

a few outside activities, and—now that my daughter, Mary Anne, has reached school age—lessons and P. T. A. duties. Usually it adds up to busy days and a full schedule."

Edith Rowe Grady (Mrs. Joseph Little Auten), 529 W. Main St., Morristown, Tenn. "We have been living here for a year. My husband is a title examiner for the T. V. A., doing work here on the Cherokee Dam. Our two little girls are Betsy, five years, and Mary Edith, five months. I would so love to see all of my 1929 classmates, but as that is impossible, am surely looking forward to hearing of them in the *Bulletin*."

Jane Greene, Durham. "I am still working at the Duke University Library. Last February I was made head of the order department of the library."

Laura Mabel Haywood (Mrs. J. E. Bethea), Lexington, Va. "Ed accepted a call to the R. E. Lee Memorial Church. He is busy with 250 students at Washington and Lee and the same number of cadets at V. M. I. My hands are full with our little boy, Robert, nearly six, and our baby, Hazel Haywood, born April 23."

Annie Sue Holland, 350 Arbor Rd., Winston-Salem, is a case worker in Forsyth County Welfare Department.

Margaret Jones (Mrs. L. S. Bullock), Greenville. "I am still helping my husband in his work with the Eastern Carolina Symphonic Choral Association."

Nell McCullen (Mrs. Littlejohn Faulkner), 207 N. Bragg St., Wilson. "I have two children, Suzanne, seven, and Littlejohn, Jr., five. My husband owns Faulkner Neon Co. Like many others we hope to own our house in twenty years. I stay busy keeping house and looking after two children, attending P. T. A., and helping Suzanne with her lessons."

Martha Medlin (Mrs. Jack Wardlaw), Goldsboro. "I am X-ray technician for Drs. Ivey and Howard in their offices in Goldsboro. I have two children, a little girl, Martha, five years old, and a little boy, Jack, five months old."

Sarah Mewborn (Mrs. George Edwards), Snow Hill. "I have been active several years in Red Cross and am now production manager for Greene County. I am president of the Twelfth District of N. C. Federation Woman's Clubs, and this promises to keep me busy. I have organized a Girl Scout Troop and am serving as Scout leader."

Marie Nobles (Mrs. Melvin A. Morris), 1502 McDonough St., Richmond, Va. "I'm keeping house and taking an active part in church work at Bainbridge Baptist Church. I have one child, Jane Lloyd, who will be four on November 28."

Mary Nolen (Mrs. Preston C. Yeomans), 1156 East 40th St., Brooklyn, N. Y. "My time is more than filled in being a wife and

mother. I have a boy, four, who is so active that I can wish for leisure time. Our family hobbies are radio and photography."

Lillian Odum (Mrs. Roy D. Keller) is teaching at Barnesville.

Eunice Rushing (Mrs. W. A. Hooper), Route 2, Burlington. "I am kept busy being a farmer's wife. My greatest joy is caring for my daughter who, to us, is the sweetest in the world."

Julia Scarborough, 5336 29th St., N.W., Washington, D. C. "Uncle Sam has been claiming my services for the past six years. I work on defense contracts in the War Department, and I hope I may be able to contribute a worthy share in helping preserve our freedom and democracy."

Loretta Seawell, Rockingham. "I'm still 'lady-in-waiting.' I'm also beginning my tenth year teaching in the same school in the same room. I am living with my mother. My father passed away on September 10."

Martha Sherwood, 2830 Magnolia Ave., Knoxville, Tenn. "Since leaving Meredith I've taught here and in Erwin, Tenn., my home. I am now teaching art and health in South Knoxville Elementary School. I have done some work on my Master's degree (majoring in art) at Peabody College."

Thelma Tadlock (Mrs. L. P. Beck), Badin. "I teach here and have two boys of my own in school. I stay quite busy with teaching and managing the house during the week. On Sunday I teach a Sunday School class, direct the choir, and play for church."

Lucille Walker (Mrs. Herman Strayhorn), Hillsboro. "After graduating I taught school for six years. Now I am happily engaged in the tasks of keeping house and taking care of my children—three girls and a baby boy, seven months old. I try to take part in church activities, but do not find much time for recreation of any other kind."

Mary B. Wheless has taught the seventh grade in Middlesex School in Nash County for a number of years.

Ruth Williams (Mrs. Colon Scarborough), Raeford. "I am very active in club work and other organizations. I served as president of the Woman's Club last year. I have one child, Mary Lillian, three years old."

Eva Woodall (Mrs. Leroy Cox), Allenton Apts., Durham. "I am librarian of Divinity School Library at Duke and also keep house. I like both jobs fine."

1930:

Annie Sarah Barkwell (Mrs. J. Carroll Abbott), Elizabeth City. "I'm keeping house and rearing a daughter, Anne Carolyn, now seven months old. Needless to say my days are full, but I love it."

Edna Earl Beddingfield is teaching in the social science department in the Sanford High School.

Gladys Blaylock (Mrs. H. S. Page), Morrisville. "I live on a farm, but home making is my job—it keeps me really busy. I have a step-daughter and six sons. For outside interests I take an active part in church and woman's club work. I'm hoping to be at commencement in '42 to greet my classmates and to see my daughter graduate."

Mary Broadhurst (Mrs. K. R. Johnson), 4017 Oregon St., San Diego, Cal. "My full-time job is twofold: taking care of a husband who is serving in Uncle Sam's Navy, and a wonderful little freckled-faced boy, seven years of age. We are happy in church work, having found a church home where there is not only a marvelous Christian fellowship but also really Southern hospitality."

Mamie Bumgardner (Mrs. Paul Baisch), Midway, Ala. "My husband, in addition to pastoring this church, has in his field the old home church of Dr. Sampey and the longest town in the U. S., Shorter, Ala. I have two children."

Edith Culler (Mrs. D. A. Boyles) is teaching the sixth grade in the Pilot Mountain School.

Cora Fender (Mrs. George M. Britt), 2101 E. Cambridge Ave., Albuquerque, New Mexico. "I am now employed by the Quartermaster Corps, War Dept., at the Albuquerque Air Base as Civilian Personnel Clerk. The work is very interesting. I write letters to the Civil Service Commission, the War Dept., prospective Civil Service employees, make reports, all payrolls, and do other work relating to civilian personnel. Since my arrival here in May (joining my husband who had already transferred to the U. S. Weather Bureau here) we have made new friends and have had some delightful weekend trips in the mountains and interesting Indian country hereabout. It was wonderful to see Miss Helen Price and Edna Frances Dawkins on their stop-over here one day in June. I miss seeing all the Meredith girls who used to be in D. C. Here's hoping more of you will come west."

Marjorie Ferebee (Mrs. W. L. Midgette), Gregory, married a grocer and farmer and is living on the farm.

Mildred Fowler (Mrs. C. D. Matheny), Rolesville. "I am a housekeeper; have one child, a girl, three years old. I try to take an active part in church and the Woman's Club. I am president of the latter this year."

Bonnie Lee Fox (Mrs. Archie Grimsley), Dillon, S. C. "I have one four-year-old son, Bobby Ferrell. My days seem to be filled with keeping house, doing church work—president of W. M. U. and leader of B. T. U. Also I do Woman's Club and Red Cross work."

Marion B. Harris (Mrs. J. R. Marks), Whiteville. "I am a busy mother and housewife. My husband is the International Harvester dealer here. We have two sons, Rufus, Jr., who is eight, and Samuel Harris, who is a little over a year."

Myrtle Jackson, Raleigh. "I am employed by the Farm Security Administration, Dept. of Agriculture, in Raleigh. There's little else to say since I have no husband or children to talk about. I am glad some one thought of calling us Bachelor Girls instead of Old Maids."

Elizabeth James (Mrs. John E. Dotterer), State College, Penna. "In September, 1930, I entered the Yale University School of Nursing, graduating in June, 1933, with the Bachelor of Nursing degree. From September, 1933, to September, 1935, I was engaged in Public Health work in New Haven, Conn. Then I attended the University of North Carolina, studying medicine. From 1937 to 1939 I attended the University of Pennsylvania, from which I received my M.D. degree. The next year I interned at Gallinger Municipal Hospital, Washington, D. C. Next, I spent a year as resident physician at The Children's Hospital in Washington. On August 18 of this year I was married to Dr. John E. Dotterer and now I'm at home, practicing medicine with my husband."

Grace Jolly (Mrs. D. C. Ewing, Jr.), Candor, is very busy looking after her two little daughters, Catherine, eight years old, and Carole, eight months old.

Pearle Jones (Mrs. W. D. Ingram), 611 N. E. 55th St., Miami, Fla. "I know some of my classmates must get down to this 'Land of Sunshine' during the winter, and I'd like so much to have them come to see me. I have a new home—no children. We have a grocery store and real estate business."

Chloris Kellum, Raleigh, is Assistant State Director, Division of Employment, Work Projects Administration. Congratulations to her on such a "big-sounding job." Her office address is 503 Caswell Bldg. Her home address is B-4, Raleigh Apts.

Marguerite Mason (Mrs. R. B. Wilkins), 2104 Club Blvd., Durham, N. C. "Hello, Friends of 1930! It will be grand to see you again. My time is filled these days with trying to make a home for a busy doctor-husband and two lusty youngsters, a boy four, and a girl one year old. They say they are going to Wake Forest and Meredith."

Lucile Nanney, Rutherfordton. "I am living at home with my parents and teaching first grade—single and happy."

Lelia Nolen (Mrs. Conway Elliott), Virgilina, Va. "We have bought a farm and have moved to it this year. We have been quite busy remodeling the house along with farming. Our son, Kennedy, thirteen months old, is quite a wide-awake youngster and a great joy to us."

Sarah Osborne (Mrs. Jordan A. Neal), Canton. "I taught fifth grade until my marriage in March, 1935. We have one little boy almost two years old, Jordan Ashley, II. I belong to the First Baptist Church here and was a member of the choir until the arrival of the boy."

Ruth Preslar (Mrs. T. S. Lawrence), Clemmons. "My husband is pastor of the Baptist Church here and the picture of my three children explains what I am doing."

Lillian Robertson (Mrs. Eugene F. Harper), Knightdale. "I am teaching mathematics in the high school here; so have a full-time job combined with housekeeping."

Roberta Royster (Mrs. W. J. Wortman), Morganton. "I am kept busy with a seven-year-old boy, a husband, and a home. I manage to find time for the Pilot Club, a woman's civic organization, the Woman's Club, a book club, and various church activities. My hobby is the collecting of antique glassware which, most of the time, proves entirely too expensive."

Charlotte Tedder, 2717 Westwood Ave., Nashville, Tenn. "I am now an associate in the Book Editorial Department of the Sunday School Board, being occupied with a host of manuscripts most of the time. Occasionally I do some field work for the Training Union Department."

Lillian Turner (Mrs. Paul B. Cole, Jr.), 841 W. 51st St., Norfolk, Va. "I am very busy with housekeeping, caring for Martha Lee, two years old, and teaching a class of sixteen-year-old girls in our Intermediate Department of First Baptist Church. I also am leader of the Business Women's Circle of our W. M. S."

Otelia Vaughan (Mrs. Albert H. Paquette), Roanoke Rapids. "I taught public school music until I married in August, 1939. I now have a baby girl, two months old, named Agnes Otelia."

1932 :

Elizabeth Barnes (Mrs. Carl C. Wilson), Thomasville. "I am married to a lawyer, now judge of Thomasville Court. I have taught school since leaving Meredith until this year. We are impatiently awaiting the 'blessed event' in February."

Sadie Brandon, Barium Springs, is teaching twenty-seven children in third grade at the Presbyterian Orphans Home.

Mary Lucille Broughton (Mrs. Chas. E. Johnson), Hertford. "I am just another married woman and mother of two children, a boy and a girl. Running a house and nursing are the things I do. I sing occasionally and also play the pipe organ sometimes."

Elva Burgess, 204 Park Ave., Raleigh. "For the past five years I have been 'guiding and informing' sixteen to twenty-one-year-old

youth on matters occupational. My title is 'Junior Counselor' in the Raleigh office of the N. C. State Employment Service. It is much more fun than teaching."

Pauline Cagle (Mrs. J. Alfred Butts, Jr.), South Hill, Va. "I teach in LaCrosse, Virginia, three miles from my home. My subjects are English, French, and typing. I also am librarian. At present I am coaching the senior play. With my school, home, church, and club work I manage to keep busy."

Gertrude Carson (Mrs. L. O. Hutchins), 807 Arbordale Drive, High Point. "I taught Home Economics for five years at Junior High School in High Point. We have two girls, Roberta, twenty-nine months old, and Patricia, eight months. I am a busy mother."

Minwal Cates (Mrs. J. M. Butler, Jr.), Saint Pauls. "I teach English and Latin in the local high school. With my school and church work, housekeeping and civic interests, I am far from finding that I have time on my hands."

Roxie Collie (Mrs. C. I. Simpson), Raleigh. "I am taxidermist at the State Museum, and am taking graduate work at N. C. State College on fishes. I have one son, Clarence Grimmer Simpson."

Arline Daniel (Mrs. J. D. Shearin). "I am living in Roanoke Rapids where Joe and I have purchased a home. I began this fall my seventh year teaching English and history at Gaston High School."

Mary Elizabeth Elam (Mrs. Zeb. Vance), Chapel Hill. "My husband is teaching and studying at the University. I am teaching business education at the high school. We have three children, Elizabeth, aged six; Mary Elam, two, and Zebulon Baird, II, eighteen months."

Clarice Holder (Mrs. Rand Bryan), Garner. "After teaching math. and French in Garner High School for several years, I married Rand Bryan and am now a busy housekeeper."

Lucille Johnson (Mrs. Hubert C. Dixon), Boiling Springs, is registrar and director of religious education at Boiling Springs Junior College. She is also keeping house.

Elizabeth Layfield (Mrs. Orville Smith), Raleigh. "My time is filled up completely with looking after Betsy, Red Cross work, club work and trying to crowd in a few social activities on the side. It is all fun."

Mary Lee (Mrs. John Wright Register), Raleigh Apts., Raleigh. "I have been married only a little over a year and have been living in Raleigh only two months."

Charlotte Makepeace (Mrs. W. H. Abernathy), Sanford. "We have an adopted son, sixteen months old, and a young daughter of our own, five months old. My hands are quite full."

Harriet Mardre (Mrs. I. H. Wainwright), 1309 Grove Ave., Richmond, Va., has no children and no regular outside job. She is, however, doing some volunteer work in social service.

Edwina Martin (Mrs. Edward A. Crowther), Frederick, Md. "I'm busy rearing a girl to enter Meredith in 1956 and a boy to enter Wake Forest in 1958. It's a full-time job, but a pleasant one."

Rachel Marshbourne (Mrs. A. E. Shaw, Jr.), Columbia, S. C. "I am still working; am secretary to the president of the Production Credit Corp. of Columbia. My husband is in his third year of dentistry at Atlanta Southern Dental College. My only responsibility is a three-year-old black Persian cat. We will celebrate our third wedding anniversary on November 19."

Susannah Mercer, 1700 Park Drive, Raleigh, is secretary to the Engineering Experiment Station, School of Engineering of North Carolina State College.

Lottie Belle Myers (Mrs. E. M. Stanley), Box 2068, Greensboro. "I have taught English in the city schools here for the past seven and a half years. From now on I'll be at home taking care of our twins who were born September 9. They are named Bob and Sue. We are proud of the twins and also of our new home."

Frances Pate (Mrs. S. L. Adams), Rowland, stays busy with an all-time job of looking after house, husband and two children, and a part-time job of bookkeeping in her husband's office.

Irma Ragan is teaching at the Methodist Orphanage in Raleigh. She received her M.A. degree in 1940 from Wake Forest.

Lina Lee Spence (Mrs. Mack Stout), Hope Valley Road, Durham, has lived in Durham since her marriage in March, 1934. She has one son, five and a half years old.

Evelyn Squires (Mrs. Wm. R. Lloyd), Box 902, Athens, Ga. "After three long, cold winters at the University of Minnesota while Bill finished his Ph.D., we are back in the South. We are at University of Georgia where I am beginning the interesting job of becoming a professor's wife."

Olive Stokes, Battleboro, is teaching third grade at Coopers High School, near Nashville.

Elizabeth Stevens (Mrs. J. B. Flowers), Winona, Miss., is the busy wife of a Baptist pastor. She has two children, Joseph, Jr., four and a half, and Nancy Ruth, eighteen months. Elizabeth misses North Carolina friends, but she never has a "dull or uninteresting day."

Elizabeth Thornton (Mrs. George H. Britton) lives in Dunn and has a little daughter, three years old, who keeps her very busy.

Velma Webb (Mrs. James W. Gray), Enfield, is busy with husband and two babies, and some church work—when there is an opportunity for such.

Pearl Williams (Mrs. L. A. Buffaloe), R. F. D. 3, Raleigh. Book-keeping for a dairy establishment which she and her husband own engages part of her time. She has two girls, Meredith, six years old, and Patricia, three and a half years old.

Kathleen Young is teaching in Junior High School in High Point. She has spent the past two summers at Columbia University working on her Master's degree.

1940:

Lottie Ruth Allen is teaching second grade at Dunn, and from her note one would judge that no more enthusiastic teacher who loves her work can be found. She is enjoying her work.

Dorothy Bell is teaching seventh grade at Sherwood High School near Kinston.

Nora Binder, Mountain Park, is teaching English and civics and coaching basketball in Surry County.

Helen Canaday (Mrs. Albert Simms) gives her address as Route 1, Littleton. She is very busy as a Baptist minister's wife.

Dorothy Corbett (Mrs. Robt. Theodore Davis), 235 Geo. Mason Dr., Arlington, Va. Dot's husband, "Ted," is an electrical engineer connected with the Bureau of Ships in Washington.

Eva Cotner, whose address is 1413 Massachusetts Ave., Washington, D. C., is Home Economist for the Farm Security Administration.

Virginia Anne Craver is one of the ninety-one girls at House Beautiful, the W. M. U. Training School at 2801 Lexington Rd., Louisville, Ky.

Martha Dail is studying in the School of Medicine at University of Georgia. She hopes to become a medical technician.

Frances Dixon (Mrs. Ralph S. Leete), South Boston, Va., was married last June and is teaching in the Chester Springs High School.

Gertrude Foster is studying at the University of North Carolina. She is taking social case work, doing student practice with Social Service Agency of Duke Hospital.

Marjorie Freeman, Nashville, is working with the Farm Security Administration of the U. S. Department of Agriculture and is enjoying her work very much.

Madge Glazener, Williamston, is teaching vocational home economics.

Mary Virginia Glenn is teaching fifth grade at Stoneville.

Dot Green (Mrs. N. C. Napier), 126 Elm St., Petersburg, Va. "I'm going to school again—not studying Shakespeare and Browning, not even having text-books. I'm learning how to be a preacher's wife and run a five-ring circus of housekeeping on the side. My family

consists of my husband, N. C. Napier, who lived for nineteen years in China, and myself, who lived for twelve years in Africa. We've met neutrally, and are trying to set on its feet a church in Petersburg."

Olive Hamrick, Raleigh, is staying at home, helping her mother, and studying violin at Meredith.

Evelyn Holyfield, Mt. Airy, is teaching English and Latin in a school near Mt. Airy.

Kathleen Jackson, 1810 Connecticut Ave., Washington, D. C., is attending business school.

Ruth Martin, Seminary Hill, Texas, is at Southwestern Baptist Seminary working on a Master's degree in Religious Education.

Amy Kathryn Myers (Mrs. Clyde W. Rudd), Country Club Homes, Fairview Rd., Raleigh, is keeping house and, although she has served as manager of a school cafeteria, she is not working outside her home now.

Dorothy Myers, Tyner, is teaching school and is enjoying her work.

Elizabeth Neill, Kings Mountain, is taking a commercial course; and, as a side line, she does substitute teaching.

Eunice Brooks Quinn (Mrs. Dan Boyette, Jr.), Charlottesville, Va. "I have joined the multitude of American housewives."

Virginia Senter is teaching history and coaching basketball at Coats High School.

Evelyn Short, Drexel, is teaching home economics.

Mildred Thagard, 3075 Highland Ave., Birmingham, Ala., is enjoying her work as teacher in the Misses Howard's School.

Mary Matthis Turner (Mrs. Michael Nakoneczny), 87 Dalgren Ave., Portsmouth, Va., had been married only three weeks when we heard from her this fall.

Jane Washburn, Mebane, is teaching music and will be married December 20. Best of luck to you, Jane!

Margaret Whitfield (Mrs. Charlie Frank Hutchens), Booneville, is teaching the fourth and fifth grades in the Forbush School, Yadkin County.

Eunice Margaret Williams, Hobgood, is teaching home economics.

Mary Esther Williams, 1005 Trinity Ave., Durham, is teaching music and physical education in two Durham grammar schools.

Graduates Who Have Been Awarded Advanced Degrees

Name	Meredith Degree	Advanced Degree	Field	Institution
Bowden, Beulah (Diploma)	Art 1902	M.M.T.	Religion	W. M. U. Training School, 1908
Paschal, Rosa		M.A.	Art	Columbia University, 1929
Gulley, Isabel	A.B. 1902	M.A.	Psychology	Teachers College, Columbia University, 1926
Denmark, Annie D. (Diploma)	A.B. 1904	M.A.	Latin	Columbia University, 1926.
*Barnrus, Blanche	Mus. 1908	Litt. D.		Furman University, 1941
Thompson, Ella	A.B. 1910	M.D.	Medicine	Woman's Med. College of Pennsylvania, 1920
Lane, Bessie	A.B. 1910	M.A.	Latin	University of Chicago, 1928
Edmundson, Eunice	A.B. 1911	M.D.	Medicine	Woman's Med. College of Pennsylvania, 1921
(Mrs. G. S. Johnston)	A.B. 1912	M.A.	English	Florida State College for Women, 1937
Carroll, Bertha	A.B. 1913	M.A.	English	Cornell University, 1924
(Mrs. J. Edwin Hoyle)				
Herring, Harriet	A.B. 1913	M.A.	History and Economics	Radcliffe College, 1918
Nash, Minnie	A.B. 1913	M.A.	Music	Teachers College, Columbia University, 1931
Steele, Mary S.	A.B. 1913	M.A.	English	Cornell University, 1919
Johnson, Lois	A.B. 1915	Ph.D.	English	Cornell University, 1924
Owen, Ruth	A.B. 1916	M.A.	Elementary Education	University of North Carolina, 1933
(Mrs. Sidney Jones)				Teachers College, Columbia University, 1937
Royster, Esther	A.B. 1916	M.A.	History	Rutgers University
Jessup, Katherine	A.B. 1917	M.A.	English	Teachers College, Columbia University, 1927
Johnson, Mary Lynch	A.B. 1917	Ph.D.	English	Columbia University, 1921
Snow, Frances	B.S. 1917	M.A.	English	Cornell University, 1927
(Mrs. Russell Farrar)				Columbia University, 1930
Tabor, Blanche	A.B. 1917	M.D.	Medicine	George Washington University, 1929
(Mrs. Blanche T. Burchard)				
Vann, Elizabeth	A.B. 1917	M.D.	Medicine	Woman's Med. College of Pennsylvania, 1921

Name	Meredith Advanced Degree	Degree	Field	Institution
Brackett, Annie	A.B. 1918	M.A.	English	New York University, 1925
Brewer, Ellen	A.B. 1918	M.A.	Home Economics	Teachers College, Columbia University, 1922
Carter, May (Mrs. C. E. Blackstock)	A.B. 1918	M.A.	Mathematics	Brown University, 1922
Rogers, Carmen	A.B. 1918	M.A.	English	Cornell University, 1923
		Ph.D.	English	Cornell University, 1933
Bullard, Lena	B.S. 1919	M.A.	Education	Teachers College, Columbia University, 1924
Haynes, French	A.B. 1919	M.A.	English	Cornell University
Hubbell, Ruth	A.B. 1919	M.A.	English	Cornell University, 1928
Burke, Blanche (Mrs. F. G. Satterfield)	A.B. 1920	M.A.	English	Columbia University, 1921
Spence, Marjorie	A.B. 1920	M.M.T.	Religion	Duke University, 1932
Biggs, Jeannette	B.S. 1921	M.S.	Home Economics	W. M. U. Training School, 1925
Fleming, Louise	A.B. 1921	M.A.	Political Science	Teachers College, Columbia University, 1924
Franklin, Lillian (Diploma) (Mrs. B. C. Thomasson)	Art 1921	M.A.	Education	Columbia University, 1922
Johnson, Mary M. (Mrs. O. H. Browne)	A.B. 1921	M.A.	Chemistry	University of North Carolina, 1939
Parker, Coraile	A.B. 1921	M.A.	Economics	West Virginia University, 1923
		Ph.D.	Economics	Columbia University, 1924
Pierce, Ella	A.B. 1921	M.A.	English	Columbia University, 1929
Brewer, Ann Eliza (Mrs. LeRoy Allen)	A.B. 1922	M.A.	English	Cornell University, 1932
Couch, Ruth (Mrs. Ben. Moyers)	B.S. 1922	M.A.	French	Columbia University, 1936
English, Ethel (Mrs. Ben. Moyers)	B.S. 1922	M.A.	English	Duke University, 1936
Hart, Elizabeth Hollowell, Minnie Nooe, Sarah Lineberry, Ruth	A.B. 1922	M.A.	Education	University of North Carolina, 1931
	A.B. 1922	M.A.	Sociology	Columbia University, 1928
	A.B. 1922	M.A.	History	University of North Carolina, 1930
	B.S. 1922	M.A.	Natural Science	Columbia University, 1928
	A.B. 1923	M.A.	Mathematics	University of North Carolina, 1924

Livermon, Ruth (Mrs. J. M. Kilgore, Jr.)	A.B. 1923	M.A.	English	Columbia University, 1924
Moore, Erma (Mrs. J. R. Adams)	A.B. 1923	M.A.	English	Duke University, 1935
White, Bernice (Mrs. F. P. Goodman)	A.B. 1923	M.A.	Home Economics	Teachers College, Columbia, 1929
Dixon, Vera Nooe, Katherine (Mrs. Bonner Knox)	A.B. 1924 A.B. 1924	M.A. M.A.	History French	University of North Carolina, 1932 Columbia University, 1928
Strickland, Gladys Greech, Susan (Mrs. F. W. E. Coenen)	A.B. 1924 A.B. 1925	M.A. M.A.	English Art	Cornell University, 1927 Columbia University, 1926
Baulkner, Pearl (Mrs. C. O. Eddy)	A.B. 1925	M.A.	English	Ohio State University, 1931
Higgs, Elizabeth (Mrs. L. M. Buchanan)	A.B. 1925	M.A.	Education	Teachers College, Columbia University, 1928
Ange, Fannie Mae Banks, Blanche L. Lineberry, Margaret (Mrs. Owen)	A.B. 1926 A.B. 1926 A.B. 1926	M.A. M.R.E. M.A.	Mathematics Religion Science	University of North Carolina, 1928 W. M. U. Training School, 1935 Wake Forest College, 1928
Tillery, Doris Williams, Lena Mae (Diploma)	A.B. 1926 A.B. 1926	M.A. M.S.	Medicine	University of Pennsylvania, 1932
Yarbrough, Mary	A.B. 1926	M.S.		Duke University, 1935
Ayscue, Mary Braswell, Mildred (Mrs. Wade Funderburk)	A.B. 1927 A.B. 1927	M.R.E. M.R.E.	Mathematics Sociology	University of North Carolina, 1931
Iavis, Ruby (Mrs. J. O. Broadwell)	A.B. 1927	M.A.	Biochemistry	North Carolina State College, 1927
Peacock, Carolyn (Mrs. Gordon Poole)	A.B. 1927	M.A.	Ph.D.	Duke University, 1941
Pittman, Olive (Mrs. David Worth)	A.B. 1927	M.A.	Biochemistry Religion	W. M. U. Training School, 1932
Thompson, Willia	A.B. 1927	M.A.	Religion	W. M. U. Training School, 1932
				Cornell University, 1930
				Oberlin College, 1931
				North Carolina State College, 1934
				West Virginia University, 1935

<i>Name</i>	<i>Meredith Degree</i>	<i>Advanced Degree</i>	<i>Field</i>	<i>Institution</i>
Hoggard, Mabel Chire (Mrs. Gordon Maddrey)	A.B. 1928	M.A.	History	Columbia University, 1929
Hooper, Winona (Mrs. Kenneth L. Wood)	A.B. 1928	M.A.	English	Duke University, 1937
Kelly, Annie Mildred (Mrs. W. M. Ginn)	A.B. 1928	M.A.	History	Louisiana State University, 1930
Maddry, Katharine (Mrs. R. W. Severance)	A.B. 1928	M.A.	History	University of North Carolina, 1929
Maynard, Martha (Mrs. J. B. Mattison)	A.B. 1928	M.A.	Latin	Wellesley College, 1931
Peebles, Mary Ann Thomas, Bess	A.B. 1928 A.B. 1928	M.R.E. M.A.	Religion English	W. M. U. Training School, 1941 Yale University, 1930
(Mrs. Ralph C. Jones)	A.B. 1929	M.A.	Home Economics	Teachers College, Columbia University, 1930
Craven, Louise (Mrs. H. S. Godwin)	A.B. 1929	M.S.	Education	North Carolina State College, 1931
Lenoir, Gwyn (Mrs. J. E. Moore)	A.B. 1929	M.S.	Education	North Carolina State College, 1933
*Truesdell, Ruth (Mrs. Chas. Loomis)	A.B. 1930	M.A.	Latin	Columbia University, 1931
Craig, Margaret (Mrs. Zeno Martin)	A.B. 1930	M.D.	Medicine	University of Pennsylvania, 1939
James, Elizabeth (Mrs. John F. Dotterer)	A.B. 1930	M.A.	Botany	Duke University, 1937
Sherwin, Evelyn (Mrs. Geo. Beaven)	A.B. 1931	M.A.	Botany	Cornell University, 1932
Boomhour, Elizabeth	A.B. 1931	Ph.D.	Botany	Duke University, 1941
Briggs, Sarah	A.B. 1931	M.A.	English	Cornell University, 1932
Crawford, Virginia (Mrs. J. L. Henderson)	A.B. 1931	Ph.D. M.A.	English Sociology	Cornell University, 1940 University of North Carolina, 1933
Currin, Mary	A.B. 1931	M.R.E.	Religion	W. M. U. Training School, 1933

Day, Ethel (Mrs. W. J. Wyatt, Jr.)	A.B. 1931	M.A.	French	Middlebury College, 1935
Miller, Vida (Mrs. Walter Gordy)	A.B. 1931	M.A.	English	University of North Carolina
Moore, Nona (Mrs. O. E. Roberts)	Mus. 1931	M.A.	French	George Peabody College
Ricks, Tempie (Mrs. J. L. E. Brantley)	A.B. 1931	M.A.	Mathematics	Yale University, 1933
Currin, Elma (Mrs. W. E. Robertson)	A.B. 1932	M.R.E.	Religion	W. M. U. Training School, 1937
Henley, Mary Mardre, Harriet (Mrs. I. H. Wainwright)	A.B. 1932 A.B. 1932	M.A. M.S.	French Social Service	Duke University, 1940 College of William and Mary, 1933
Bagan, Irma Council, Sallie (Mrs. R. E. Yates)	A.B. 1932 A.B. 1933	M.S. M.A.	Biology English	Wake Forest College, 1940 Vanderbilt University, 1936
Hunt, Melba (Mrs. P. Y. Greene)	A.B. 1933	M.A.	Biology	Duke University, 1937
Maynard, Frances (Mrs. R. H. Strongach)	A.B. 1933	M.A.	English	Wellesley College, 1934
Bale, Dixie Lee (Mrs. O. B. Mylum)	A.B. 1934	M.R.E.	Religion	W. M. U. Training School, 1937
McCourry, Ruth Mercer, Carolyn Miller, Emily (Mrs. J. S. Lay, Jr.)	A.B. 1934 A.B. 1934 A.B. 1934	M.A. M.A. M.S.S.	Sociology Health Ed. Sociology	University of Toledo, 1941 University of North Carolina, 1940 Smith College, 1936
Morgan, Isabel (Mrs. Judson Jackson)	A.B. 1934	M.R.E.	Religion	W. M. U. Training School, 1939
Vernon, Sarah Elizabeth Viccello, Nancy Fox, Sarah (Mrs. H. Leo Eddleman)	A.B. 1934 A.B. 1934 A.B. 1935	M.A. M.A. M.R.E.	Political Science English Religion	Duke University, 1938 University of Virginia, 1939 W. M. U. Training School, 1937
Gore, Arabella Johnson, Meredith	A.B. 1935 A.B. 1935	M.A. M.D.	English Medicine	University of North Carolina, 1939 Medical College of Virginia, 1939

<i>Meredith Name</i>	<i>Advanced Degree</i>	<i>Field</i>	<i>Institution</i>
Bradsher, Ann (Mrs. J. A. Martin, Jr.)	A.B. 1936	M.A.	Religion
Bunn, Nancy (Mrs. George Wray)	A.B. 1936	M.S.	Physical Ed.
Jacobs, Elizabeth			
Pegram, Edna Lee	A.B. 1936	M.S.	Home Economics
Rose, Norma	A.B. 1936	M.A.	Preschool Ed.
Warren, Ida Leane	A.B. 1936	M.A.	English
Crabtree, Beth	A.B. 1936	M.A.	Mathematics
Edwards, Eleanor	A.B. 1937	M.A.	History
Hollowell, Annabelle	A.B. 1937	M.A.	English
Huffman, Pearl	A.B. 1937	M.D.	Medicine
Kramer, Margaret	A.B. 1937	M.S.	Chemistry
Lee, Rose	A.B. 1937	M.Ed.	Education
MacMillan, Mary J.	A.B. 1937	M.S.	Sociology
Bradsher, Emily	A.B. 1938	M.A.	English
Garrett, Mirvne B.	A.B. 1938	M.S.	Retailing
Mills, Evelyn	A.B. 1938	M.R.E.	Religion
Morgan, Carmen	A.B. 1938	M.R.E.	Religion
(Mrs. H. G. Dawkins)			
Wyche, Mary Clayton	A.B. 1938	M.A.	History
Yates, Ruth	A.B. 1938	M.R.E.	Religion
(Mrs. R. L. Costner)			
Bashford, Louise	A.B. 1939	M.R.E.	Religion
Behrman, Barbara	A.B. 1939	M.A.	English

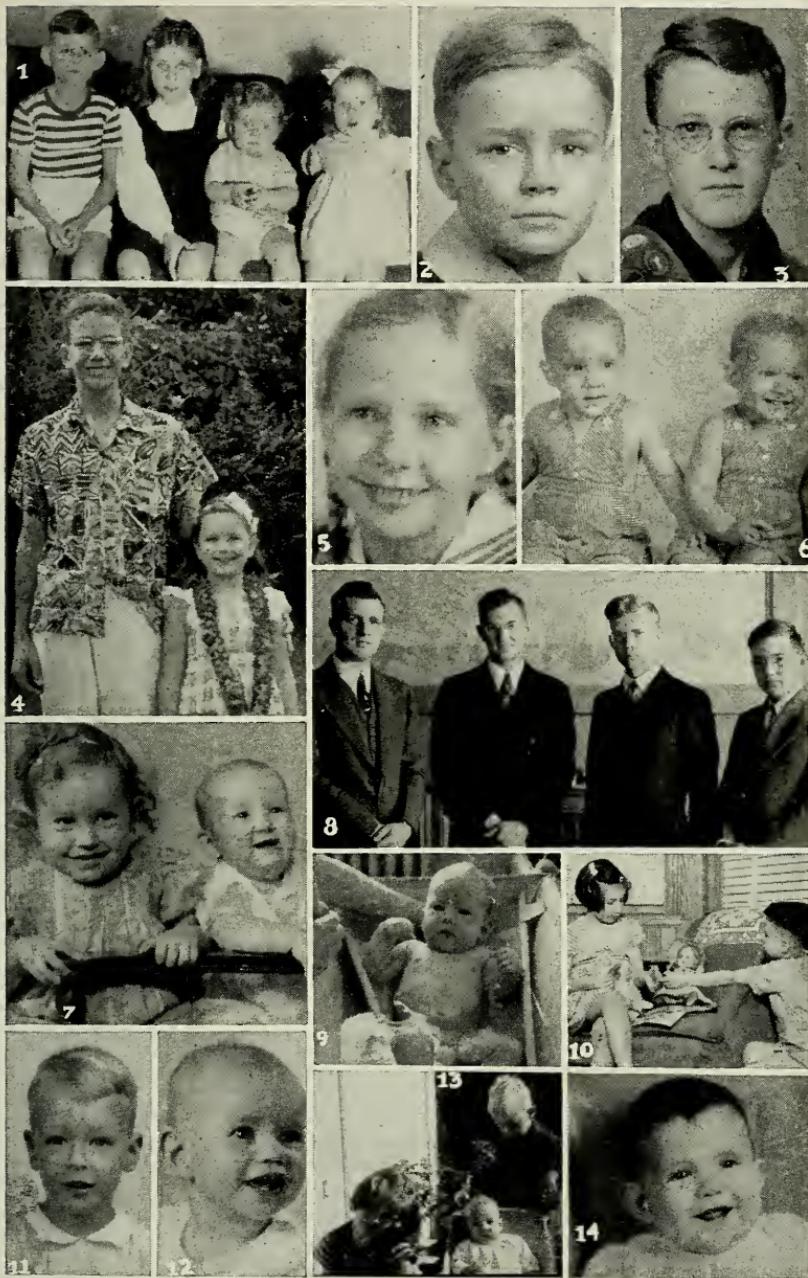
* Deceased.

Summary of Degrees

Master of Arts -----	86
Master of Religious Education-----	13
Master of Science -----	12
Master of Social Science-----	1
Master of Education-----	1
Master of Missionary Training-----	2
Doctor of Philosophy-----	9
Doctor of Medicine-----	8
Doctor of Letters -----	1
	<hr/>
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1. Philip Newcomb Nanzetta—Grandson of *Hattie Sue Hale Newcomb*, '09.
2. Douglas Newcomb—Grandson of *Hattie Sue Hale Newcomb*, '09. 3. Charlie Newcomb—Grandson of *Hattie Sue Hale Newcomb*, '09. 4. James Lloyd Morris—*Marie Nobles Morris*, '29. 5. Archie, Mary Fay, Campbell, and John McMillan—*Leila Memory McMillan*, '09. 6. Charles Edward Johnson—*Mary Lucille Broughton Johnson*, '32. 7. Mary Lillian Scarborough—*Ruth Williams Scarborough*, '29. 8. Vivian Marie, Hilda Ann, and Carolyn Louise Strayhorn—*Lucille Walker Strayhorn*, '29. 9. Peggy Davis and Robert Mason Wilkins—*Marguerite Mason Wilkins*, '30. 10. Christine Cherry—*Lillie Belle Ashworth Cherry*, '17. 11. Carol and Paula Baisch—*Mamie Lee Bumgardner Baisch*, '30. 12. Betty Ann, Sarah Frank, and Mary Bernard Helms—*Elizabeth Richardson Helms*, '28. 13. Joyce, Walter, Jr., and Mary Agnes Conner—*Margaret Lassiter Conner*, '27. 14. John Maclareen, Jane Preslar, and Marcus Sexton Lawrence—*Ruth Preslar Lawrence*, '30. 15. Liell and Betty Pate Adams—*Frances Pate Adams*, '32.



1. Manly Hyde, Jean, Johnny, and Willilou Mason—*Clyde Parrish Mason*, '27.
 2. Son of Margy Harrison Berry, '27. 3. Harper Thayer—*Helen Harper Thayer*, '17. 4. Robert Boyce and Jeannette Green—*Juliette Loving Green*, '11. 5. Betty Vance—*Mary Elizabeth Elam Vance*, '32. 6. Mary Elam and Zebulon Baird Vance, II—*Mary Elizabeth Elam Vance*, '32. 7. Roberta Ellen and Patricia Carson Hutchins—*Gertrude Carson Hutchins*, '32. 8. John, Tom, Charles, and David Freeman—*Katherine Parker Freeman*, '10. 9. Elizabeth Layfield Smith—*Elizabeth Layfield Smith*, '32. 10. Julia Anne and Jim Weatherspoon Harrill—*Laura Weatherspoon Harrill*, '27. 11. John Robert Crawford, III—*Hesta Kitchin Crawford*, '29. 12. Anne Carolyn Abbott—*Annie Sarah Barkwell Abbott*, '30. 13. Kay, Bob, and Sarah Severance—*Katherine Maddry Severance*, '28. 14. Reuben Broadwell—*Ruby Davis Broadwell*, '27.



1. Richard, Tommy, Hocutt, and J. P. Goodman, Jr.—*Lonie Hocutt Goodman*, '10.
2. Robin Shervette—*Evelyn Rhea Wood Shervette*, '28. 3. Marilyn Kay Boatright—*Eula Hodges Boatright*, '28. 4. Joe and David Poole with their daddy—*Carolyn Peacock Poole*, '27. 5. Mary Eugenia Goodman—*Lonie Hocutt Goodman*, '10. 6. Patricia Lynn and Ann Buffaloe—*Pearl Williams Buffaloe*, '32. 7. George Beck—*Thelma Tadlock Beck*, '29. 8. James Beck—*Thelma Tadlock Beck*, '29. 9. Suzanne and Roland Davis, Jr.—*Blanche Horton Davis*, '28. 10. James William Gray, Jr.—*Velma Webb Gray*, '32. 11. Martha Lee Cole—*Lillian Turner Cole*, '30. 12. Clarence Simpson—*Roxie Collie Simpson*, '32. 13. Florence Revelle Whitbeck—*Florence Stakes Whitbeck*, '28. 14. Lena Elizabeth Gray—*Velma Webb Gray*, '32.



1. James Moore Parker—*Margaret Faucette Parker*, '08. 2. Charles H. Yeomans—*Mary Noteen Yeomans*, '29. 3. Mary Ann Hooper—*Unice Rushing Hooper*, '29. 4. Catherine and Carole Ewing—*Grace Jolly Ewing*, '30. 5. Ray Johnson—*Mary Broadhurst Johnson*, '30. 6. Anne Elizabeth Britton—*Elizabeth Thornton Britton*, '32. 7. John Graham Williard—*Elizabeth Graham Williard*, '28. 8. Bobbie McCracken—*Ruth Leary McCracken*, '27. 9. Musette and Marietta Dunn—*Musette Kitchin Dunn*, '28. 10. Betty Jean Matheny—*Mildred Fowler Matheny*, '30. 11. Louis Ashworth Cherry—*Lillie Belle Ashworth Cherry*, '17. 12. Joan Rebecca Scott—*Elizabeth Buffaloe Scott*, '28. 13. Sandra and Teddie Crowther with their mother—*Edwina Martin Crowther*, '32. 14. Billy and John Bruin—*Sarah Wiseman Bruin*, '28.



1. Jack, Jr., and Martha Wardlaw—*Martha Medlin Wardlaw*, '29. 2. Mary Louise Joslin—*Mildred Louise Brockwell*, '27. 3. Billy Wortman—*Roberta Royster Wortman*, '30. 4. William and Fred Ginn—*Annie Mildred Kelly Ginn*, '28. 5. Jean and David Smoot, Jr.—*Louise Holding Smoot*, '17. 6. Delaine and David McFadyen—*Pauline Freeman McFadyen*, '28. 7. Harold Walker Strayhorn—*Lucille Walker Strayhorn*, '29. 8. Edgar Holman Swann—*Annie Gardner Swann*, '10. 9. Mary Anne Jobe—*Pauline Goodwin Jobe*, '29. 10. Miranda Godwin—*Louise Craven Godwin*, '29. 11. Pauline Freeman McFadyen—*Pauline Freeman McFadyen*, '28. 12. A. T., Jr., Margaret, Sidney, Lila, and A. T., Seymour, Sr.—*Lila Stone Seymour*, '11. 13. Six little Pages, with their mother and daddy—*Gladys Blaylock Page*, '30.

Meredith Serendipity

MEREDITH COLLEGE RADIO SERIES

Thursday Afternoons at 4:45 o'clock

WPTF's 50,000 Watt Voice :: 680 On Your Dial

January 8, Duo-violin recital by Mr. and Mrs. Edgar Alden, with Miss Dorothy Phelps at the piano; Miss Phelps and Mr. Alden are members of the faculty of the department of Music.

January 15, Oscar Wilde play, *An Ideal Husband*, by students of the department of Speech Arts, with Miss Frances Bailey directing.

January 22, Piano recital by Charles DeWolf Lamond, of the music faculty.

January 29, Drama, *The School of Experience*, by students of the department of Education, directed by Harry Dorsett.

February 5, Organ recital by Dr. Harry E. Cooper, director of the department of Music.

February 12, Student Government Association drama, *Democracy at Work*, by Addie Davis, president of the S. G. A.

February 19, College Songs, by students of the department of Music, directed by Miss Ethel Rowland.

February 26, *Bringing Up Sister*, a drama by students of the department of Sociology, directed by Dr. Ellen Winston.

March 5, *We Are America*, a drama by students of the department of Social Science, directed by Mrs. Lillian Parker Wallace.

March 12, The Meredith College Glee Club will sing, directed by Miss Ethel Rowland, of the department of Voice.

March 19, *We Play Differently Today*, a drama by students of the department of Physical Education, directed by Miss Christine White.

March 26, *Pictures Are Like People*, a drama by students of the department of Art, directed by Clayton Charles.

April 2, The Christian College in a World at War, an address by Dr. Carlyle Campbell, president of Meredith College.



When it comes to silver "Stunt" cups,
I suppose it's only fair

For the senior class to shine so,

But the freshmen had their share!

Students, parents and alumnae,

Balloons, banners, cheering friends,

Crowds, excitement, books forgotten,

Holiday! the band commands.

Palio and clowns and horses,

Faculty on high to see,

Cycle racing, class maneuvers,

Homecoming's the day for me!

By MISS MEREDITH, 1941.



1941 HOMECOMING LEGEND

¹ "The Last Opreratunity" cast takes the stage.

² Class heroes, clowns and giant faculty heads of Palio.

³ Library Steps as Reviewing Stand.



Published by MEREDITH COLLEGE at Raleigh, N. C.

Monthly except June, July, and August.

Entered January 13, 1905, at Raleigh, N. C., as Second-

Class Matter under Act of Congress of July 16, 1894.

MEREDITH COLLEGE BULLETIN

SERIES 35 — DECEMBER, 1941 — NO. 4

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



Meredith Serendipity*

You are cordially invited to visit

MEREDITH COLLEGE

a senior college, accredited by

Southern Association of Colleges and Secondary Schools,

Association of American Colleges,

Association of American Universities,

National Association of Schools of Music,

American Association of University Women.

Meredith College feels proud that its permanent policy of educating and training young women has been able to meet the temporary demands of a national emergency. Courses in nutrition and home management, textiles and clothing, health and nursing, science, mathematics, languages, fine arts and religion, as well as the study of educational, social, and economic problems, have met increased demands without constrictional change, thus proving the permanence and true worth of Meredith's scholastic standard.

For a catalogue, address

Dr. CARLYLE CAMPBELL, President,

Meredith College,

Raleigh, North Carolina.

The MEREDITH COLLEGE RADIO SERIES is broadcast on Thursday afternoons at 4:45 o'clock from Station WPTF's 50,000 watt voice :: 680 on your dial.

February 5, Organ recital by Dr. Harry E. Cooper, director of the department of music.

February 12, Drama, "Democracy at Work," by Addie Davis, president of the Student Government Association.

February 19, College Songs, by students, directed by Miss Ethel Rowland of the voice department.

February 26, "Bringing Up Sister," a drama directed by Dr. Ellen Winston of the sociology department.



LEGEND

1 "It's a long time . . ." says the Governor of North Carolina to Betty Clingan.

2 President Carlyle Campbell greets Ambassador Daniels as he comes to Meredith to speak on Mexican affairs.

3 Miss Alice Broughton and her brother, McIville, with Professor Charles LaMond and Frances Buchanan at a Meredith party. (Miss Buchanan and Miss Clingan have been elected May Day Queen and Maid of Honor.)

*Serendipity, n. The gift of finding valuable or agreeable things not sought for . . ." Webster.



Published by MEREDITH COLLEGE at Raleigh, N. C.

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SERIES 35 — JANUARY, 1942 — NO. 5

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RALEIGH, NORTH CAROLINA



Series 35

MARCH, 1942

No. 6

Meredith College

BULLETIN



FOUNDERS' DAY

February 6, 1942

Published by Meredith College in November, January, March, and June

Entered as second-class matter, January 17, 1910, at the post office at
Raleigh, N. C., under the act of July 16, 1894

MEREDITH COLLEGE

FOUNDERS' DAY

February 6, 1942

11:00 o'clock

ORGAN PRELUDE—Fantasietta with Variations	<i>Dubois</i>
HARRY E. COOPER	
PROCESSIONAL—Senior Class and Alumnae Delegates	
HYMN—"Come, Thou Almighty King"	<i>Giardini</i>
SCRIPTURE AND PRAYER . REVEREND FORREST C. FEEZOR, A.B., Th.M., D.D.	
Pastor, Tabernacle Baptist Church, Raleigh	
ANTHEM—"Gloria"	<i>Buzzi-Peccia</i>
THE MEREDITH COLLEGE CHOIR	
PRESENTATION OF ALUMNAE	
DELEGATES	PRESIDENT CARLYLE CAMPBELL
TRIBUTES	
RICHARD TILMAN VANN (1851-1941) . . .	MARGARET SHIELDS EVERETT
CHARLES EDWARD BREWER (1866-1941) . . .	MARY LYNCH JOHNSON
DUO FOR PIANO AND ORGAN—"Pastorale"	<i>Guilmant</i>
DOROTHY PHELPS and HARRY E. COOPER	
ADDRESS	JULIAN MILLER, A.B., LL.D. Editor, the <i>Charlotte Observer</i>
ALMA MATER	<i>Vann</i>
BENEDICTION	DR. FEEZOR
RECESSIONAL—Senior Class.	

Richard Tilman Vann

MARGARET SHIELDS EVERETT

*His life was gentle, and the elements
So mix'd in him that nature might stand up
And say to all the world "This was a man!"*

One cannot define the laws fixing the various orders of men. Like the stars we differ one from another. Some of us come, stay briefly and then go, leaving no apparent vestige of our pause in the halls of life. Others, a bit stronger and a little wiser, may be remembered longer, perhaps, but even they are forgotten. But some there are who move so powerfully among mankind they abide through generations. Their influence rolls on and on like the rivers into the sea.

Such a man was Richard Tilman Vann.

This is his brief biography, as given in *Who's Who*: "Born in Hertford County, North Carolina, November 24, 1851. Graduated, head of class, Wake Forest College, 1873. Ordained to ministry, 1874. Married Ella Rogers McVeigh, Loudoun County, Virginia, 1885. Teacher at Academy for Girls, Scotland Neck, Murfreesboro Institute, 1877-1883. Pastor Murfreesboro, Wake Forest, Edenton, Scotland Neck, 1883-1900. President of Baptist University for Women, 1900-1915. Secretary Board of Education and Benevolences, 1924-1941." This is the simple outline of this strong, beautiful, unostentatious life.

The life story of a truly great man, great in mind and heart, great in character and achievement, great in breadth and qualities of his sympathies, a life exemplifying the greatness of man when touched by the spirit of God. For God came early into his life. He said of himself: "God trimmed me that he might use me." So through the sublime refinement and his affliction, Richard Tilman Vann, with God's help, became the incomparable soul that he was.

His appearance was unique. No one who saw him ever forgot him. His well-groomed form, erect carriage, his elastic military step, magnetic personality charmed with a peculiar and indescribable power. The merry twinkle of his eye, simple manner and open heartedness made a friend of a stranger. He wore about him the quiet peace of dignity. For the culture of generations was in the resonance of his voice, beauty in its cadences; the scholar's artistry in his words. The inheritance of a gentleman's breeding was reflected in his manner. There was calm courage in his discerning eye. Fortunate is the person who as a guest in his home received his gracious welcome. With the manner of a Chesterfield he opened the door and bade one come in.

He felt the pain of severe blows, yet he never flinched. He did not pity himself; he would have none pity him. Public favors he evaded; he did not accept indulgences from a commercial world. As his friend Will Bailey said of him: "He asked no quarter of life, or of his fellows. He was as independent as an eagle."

In his early years, the tumult of war was in the land. It was a struggle

of ideals—"of principles of loyalty to axioms of freedom"—held dear by the North and the South. That had a great influence on his life. It always was with deep feeling that he referred to the conflict. He offered no apologies for the South's part in this great struggle. His description of the grave, heroic face, the regnant figure of Robert E. Lee, stirred many a heart.

On the street, in social circles, in any company, on every occasion he enlivened the conversation with his wit, brightened it with his humor, charmed it with his jovial good nature.

While his wit was inimitable, he had the power to arouse and persuade the intellect in the clarity of his talk; the power to proceed straight to the core of the subject under discussion, expressing his thoughts with vigor and conviction. So his conversational powers would "beguile you into being informed beyond your worth and wise beyond your birthright."

Tenderness governed his demeanor toward those he loved. He had no venom or hate in his heart for mankind, yet he could pour out the "lava of his wrath" upon sin in all its hideousness. He scorned formal piety. Men everywhere admired and honored him for his convictions, his courage, his kindness, his devotion to Christian principles.

As a preacher he ranked first in the hearts of North Carolina Baptists. His fame went afar. His congregations heard him with "rapture and exultant joy." His unanswerable logic, the marvelous illustrations with which he clinched some of his strongest points, his sallies of wit, the flow of eloquence, together like a mighty torrent, would sweep the worshippers with him. The hearts were so warmed and the imaginations so quickened that all were lifted into the very presence of the Almighty.

In a great sermon, "The Vale of the Temple Was Rent," he used those invisible wings and how he did soar! Climbing higher and higher to heights of eloquence and exaltation, with characteristic gesture—a sweep of the armless sleeve—in ecstasy he cried: "And the Vale of the Temple was Rent in Twain!" He entered the Holy of Holies.

When he prayed, one saw "the unseen things which are eternal." "He that followeth me shall not walk in darkness, but shall have the light of life." It was that light which permeated his prayers. With a great measure of faith, he claimed God's promises. When one heard him pray, one knew, "Here was a man on terms with God and men." In a crisis he prayed: "Lord make my will, which now is at right angles with thine, make it, Lord, parallel with thine." That great prayer was answered in his life.

When Richard Tilman Vann lifted his vibrant voice in a hymn of praise, as the sweet tenor notes rang out, he sang not to be heard but for the joy of his faith. He believed with Addison—"Music makes the soul and lifts it high and wings it with supreme desire." Listen while he tells who taught him to sing:

"On my way to the country school in Hertford County, I passed through a beautiful stretch of pine thicket. In the early morning and late afternoon the trees were vibrant with the song of birds. Early I tried to reproduce the liquid notes and I first became conscious of harmony when I whistled a harmonious note to the red bird's plaintive call."

During a nine-year pastorate at Scotland Neck, he was choirmaster. Although he had no training in conducting, he fluently read music and interpreted it as a master. He used the old chants, the best anthems and hymns. He copied, by hand (shall we say) for each member of the choir and the organist, the music used. His great contribution to the music world is the matchless "Alma Mater." Its majestic measures will unite past generations and generations of Meredith girls yet unborn. Inspired by its poetic beauty, its lofty ideals, Meredith will accept this challenge:

In thy path the fields shall blossom and the desert shall rejoice,
In the wilderness a living fountain spring;
For the blind shall see thy beauty and the deaf shall hear thy voice,
And the silent tongue their high hosannas sing.

According to Aristotle, the essentials of an epic poem are a dignified theme, organic unity, an orderly process of action. Is not "Alma Mater" then the Meredith epic?

When Richard Tilman Vann assumed the presidency of Meredith College, a new aspect of his qualities appeared. Here he encountered a great challenge—to train and rear this infant of the denomination to be worthy of her heritage. He rescued her from chaos and humiliation and gave to her a position of prestige and power. He led her to a triumphant place in the educational world.

It soon became apparent to North Carolina Baptists and the people of the State that he had thought deeply of the meaning of education as a moulding force in the life of the individual. The problem of education was to him the task of enriching the student's life by bringing her into the company of mature minds, those richly endowed with character and the social sympathies expressed in the Sermon on the Mount. Each student should not only strengthen her intellectual capacities but should maintain a Christian dignity. And though the search be difficult, she should learn to recognize excellence wherever found. Meredith should be a "nursery of honor and principle" as well as of scholastic attainment.

So in those creative years he shaped the noble policies of this institution. He was the voice of Meredith, the incarnation of her hopes, her purpose, her destiny. It was he who brought her through her tribulations, "and her robe is clean and white." Too, "She is fairer than the summer in its bloom."

Richard Tilman Vann joined "the choir invisible" on July 25, 1942. His body is sleeping in the little town of Scotland Neck, a place he deeply loved.

Father, in Thy gracious keeping
Leave me now, Thy servant sleeping.

But his soul is climbing the hilltops of Glory; he has won the "Supreme Knighthood from the hand of God."

"Call him not dead! He has gone into the company of the everliving."

Charles Edward Brewer

MARY LYNCH JOHNSON

It is fitting that the alumnae should pay tribute to Dr. Brewer today, when they are making their strongest appeal for the loyalty fund. Josiah Royce in *The Philosophy of Loyalty* has defined that quality as "the willing and practical and thoroughgoing devotion of a person to a cause." Charles Edward Brewer was the embodiment of loyalty; it marked every aspect of his life.

His devotion to his family, beautiful even to the casual observer, much more so to one privileged to know the family more intimately, had depth and sweetness without a trace of sentimentality.

His loyalty to his church was proverbial. We think of his leadership in the First Baptist Church of Raleigh, where he served so many years as deacon and as teacher of the class which now in its name, the Jones-Brewer Class, links his memory with that of Mr. Wesley N. Jones, valued friend and long-time chairman of the Board of Trustees of Meredith College. Back of that church relationship is one even more meaningful. When the cotton mills at Wake Forest were opened, Dr. Brewer organized a little Sunday School, which later developed into the Glen Royall church. He worked with it closely so long as he stayed in Wake Forest. He used to take the little folk to walk after Sunday school in the afternoon, letting them slide down the sawdust pile and wade in the creek. The children looked forward to these Sunday afternoon walks as one of the few diversions of an otherwise drab week. The lessons he taught them in their conversations were often more forceful and more valuable than the formal lessons in the preceding service. Friends of the family have told me that some of these little folk who are now mature men and women go nearly every Sunday afternoon to the cemetery in Wake Forest in grateful memory of their friend.

As a citizen, Dr. Brewer was equally loyal—he never neglected the things that were Caesar's. So it was with the many other important relationships of his life.

But it is as an educator that we honor him today. His first twenty-five years of teaching were at Wake Forest, and quite naturally so; for he was the grandson of its first president, Samuel Wait; he was a native of the village of Wake Forest, brought up under its oaks; and he was a graduate of the college. After study at Johns Hopkins and at Cornell, from which institution he received a Ph.D., he returned to Wake Forest to become professor of chemistry and later dean. Thus his name is written in the traditions which have made Wake Forest great.

Though he had always a deep love for Wake Forest—one of the evidences of which is his gift of the land upon which the stadium is built—when he answered the call to Meredith, there was no wistful looking back to those earlier days. Meredith never felt that it was second choice. During the years of his presidency, 1915-1939, and during the brief time as president

emeritus, he gave to the college his willing, practical, and thoroughgoing devotion.

Willing is too pale a word. His devotion was joyous, eager. He loved to talk of Meredith. You remember the peculiarly beautiful ring of his voice as he said the words *Meredith College*, and the affectionate admiration in his face as he addressed a gathering of Meredith people, students or alumnae.

That his devotion was practical is proved by the progress of the college during his administration. It grew in numbers; the graduating class increased from around twenty-five to around a hundred. The institution was moved from a crowded city block, with the two buildings originally erected for the college eking out by eight other houses and cottages adapted to its use, to a campus of more than a hundred and eighty acres with a plant valued at \$1,300,000. Of equal significance has been the recognition of the college by the Association of Southern Colleges, the American Association of University Women, and the Association of American Universities.

His loyalty was certainly thoroughgoing. He patiently toiled at the never ending problems of the college. Some of these problems were financial, for a war and the prospect of a depression are not the peculiar property of this college generation. His steady faith in the dark days through which the college went strengthened the faith and courage of wavering ones. Other problems were academic. Although his own training was in the field of science, he saw the curriculum as a whole, not in the light of his specialty. Some of the problems were those which inevitably arise when five hundred people are living together. Because he worked "without haste, without rest," he gave to every one who sought his counsel and help his undivided attention. His warm, sympathetic interest, his cheer and encouragement helped faculty members through discouragements as well as freshmen through homesickness. His interest in "my girls," as he delighted to call them, did not cease with their graduation; he never lost the opportunity to do one of them a service. I once reminded him of a great kindness to me, which years before he had done, a kindness I shall not forget as long as I live. Others in the group reminded him of what he had done for them. As each spoke, he shook his head; he had completely forgot each incident or occasion. He who never forgot the slightest kindness shown to him, did not remember what he had done for others. Such service was, as Wordsworth put it,

—that best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.

No real loyalty, Royce says, is possible without idealization of the cause to which one is devoted. Dr. Brewer's relation to Meredith strikingly proved this truth. He never doubted Dr. Vann's prophetic words,

Thou are born unto a kingdom,
And thy crown is all of light.

To him Meredith was more than bricks and stone, girls and faculty. In it he saw infinite possibilities—he dreamed dreams and saw visions of her

future, and the visions were fair and bright. With an institution, as with an individual, belief in its possibilities is essential to its success.

Loyalty, Royce goes on to say, is especially perfected through great strains, labors, and sacrifices in the service of the cause. Dr. Brewer's work for Meredith involved these, though he never recognized them as such. The innumerable duties which were his were never to him irksome, nor the responsibilities too heavy, for his love for the college made duties and responsibilities joyous. The times that he worked at his desk well into the night, the frequent, unobtrusive gifts to meet some college need or to enable a student to stay in college, these he never counted as sacrifice, so great was his love for Meredith. And so modest was he and so modest is his family that there are probably many of you who do not know that he remembered the college most generously in his will, leaving to it \$10,000 to be used for a permanent building to be erected on the campus. "He being dead, yet speaketh."

Royce says that life is given unity of purpose by loyalty. The various claims upon Dr. Brewer's life and love did not constitute separate loyalties, and they never conflicted, because they were all a part of the one loyalty of his whole life, loyalty to the Great Teacher. He realized, as did the folk who founded the college, that "other foundation can no man lay than that which is laid, which is Jesus Christ." Because in his personal life and in his work for the college he built upon this foundation, his life and his work was an embodiment of the ideal Dr. Vann so well expressed, "Culture made perfect through the religion of Jesus Christ."

Founders' Day Address

JULIAN MILLER

Out of the very nature of the term, Founders' Day pulls our minds into the past. If we had been more faithful to the past, we would not now be so fearful of the present. By design it causes to come into review before our appraising judgments the lives and labors of leaders of other generations who translated their energies and ideals into institutions which have become their continuing personalities. One of the essential functions, therefore, of such an occasion is to make assessment not only of the creative loyalties which lay within the birth of this institution of learning, but of the characteristic of culture which controlled in that period.

According to our techniques of time-measurement, Meredith College is not old. Its whole history, from the moment of its inception to this hour, can be gathered up within the clear and keen recollections of many who yet live. Its past and our present are much of one and the same. In years, the dew of youth still rests upon its brow. Nothing about it or in it, perhaps with the exception that Latin is still being taught here, suggests venerableness. But when history is analyzed, not by time-tables, but by changes in the prevailing cultures, by comparative habits of thought and by the tools of technology, of particular periods and epochs, 1891 becomes a year belonging to the annals of the ancients.

I only suggest the idea to your own imaginations that if the physical civilization which obtained in the year of the founding of this college had persisted into our own time, the magnitude of the war which now rages around the globe could never, in the first place, have been conceived, and, for that matter, perhaps, it could have been avoided on the scale of any lesser dimension. The range of social, political and economic contacts of human society fifty years ago was almost as limited by the crude means of travel, transport and communication as in the days of Napoleon, who himself had hardly swifter means of contact and communication than Julius Caesar. Fifty years ago the world was joined together by no faster media of travel than that represented by the horse-and-buggy, by the steam railway and the steam sailing vessels on the sea. The era of electricity and alloys, which have since totally revolutionized man's physical environment, which have given us of today the modern automobile, the Diesel-engined streamlined train, the airplane and the radio, was only in its cradle. And in proportion as the physical world is contracted by these lightning-like speeds, in like ratio are the social, political and economic intimacies of society expanded. And by so much as these contacts are expanded, by so much also are the complexities of living in this smaller neighborhood of the earth multiplied and points of possible friction increased. One of the reasons, it may be, that our forefathers could live, and did live, more tranquilly and more at peace with their neighbors was because they had no near neighbors with whom to go to war. By the time required to get to them, they had forgotten the motive of their madness.

We have a flair for flattering ourselves in America that we are a nation of peaceful peoples and so we have historically been. In its entire history of one hundred and sixty-five years, this nation has been at war only twenty-four years of that entire time, whereas England has been engaged in war one hundred and two years, or sixty-eight per cent, of the whole period of its national life. It is barely possible that this magnificent story of America's long tenure of peace is not due to its moral superiority so much as to the simple circumstance that its international contacts have been far more limited by its distance from quarrelsome neighbor-nationalities.

But today the new sciences have so reduced the physical immensities that prevailed fifty years ago, and beyond, that the Atlantic is now crossed in much less than a day, dive bombers zoom through modern skies, made vulgar by man's scientific iniquities, with their cargoes of explosives at the rate of six hundred miles an hour, and the sound of Hitler's voice leaps the ocean and travels to America before it is heard by his audience occupying the rear seats of his favorite beer garden in Germany. And for the preservation of its own destiny—its physical as well as its social and cultural and spiritual destiny—this nation has slowly awakened to find that it must now fight in deadly grapple on the sands of the distant desert, in the jungles of the wilds of the Orient, on the hot plains of equatorial empires and on the snow-bound plateaus of the ever frozen north, all of which are in our physical neighborhood. So small, so compacted, so compressed has our world become within these last fifty years that our nation's frontiers are no longer marked by the old metes and bounds of our supposedly friendly and protecting oceans, but only by the farthestmost point that can be singled out on the whole globe of the habitable planet.

But these purely physical comparisons are only of collateral moment and significance. It is the cultural and spiritual characteristic of the period in which this institution came into life which gives unique grandeur to the statue of its creators and to those of their contemporary society. We may laugh, if we please, at the crudities of their time, but we must stand at salute to the purposefulness of their lives. We may feel sorry for them for the long time it required to get where they were going, but if we are at all wise, we will reverence what they accomplished once they arrived. We may compliment our own generation upon the ease with which life can be lived, the comforts and conveniences with which it is surfeited, the finer homes in which we live, the greater knowledge we possess, the higher wages we can earn, the wider markets to which we have clear access, but if we have any sense at all of important human values, we will stand these older times off to themselves for the granite characters that were formed out of habits of self-reliance, of hardship, of struggle against odds, of unflagging industry and thrift, of social isolations and of generous and uncomplaining sacrifices.

No more illustrative testimony to the soundness of their philosophy of life, to the nobility of their ideals or to the values they attached to social progress is to be found than in the character of the higher institutions of learning which they conceived and fashioned. Here clearly was a passion not merely for learning for learning's sake, but for an education by which to

live honorably, ethically and spiritually as well as usefully and profitably.

The traditions by which college and church became related at the very beginnings of the educational enterprise in America continued to be carried on down through the entire nineteenth century to bear testimony to the faith that the best education is joined by an organic affinity with religion. This was among the earliest and the most powerful of educational assertions in the New World. The school and the college were fashioned to become the forge by which men and women would be refined into their best and there could be no best outside of the spiritual apprehensions and disciplines. These higher institutions of learning, church-inspired, church-controlled and church-administered, one hundred and four out of the first one hundred and eighteen established in the new nation, related the intellectual to the spiritual instead of to the scientific, as later has come to be, and found its ultimate in the trained products of the class room who had learned the high ends of life, if not the easy means of living.

The younger among us today may have no discernment of the matter, but those of us who are matured and, perhaps, more thoughtful, will be united in a feeling of near nostalgia for an order of life and a state of dominant national mind which produced the personal characters which produced the institutions which produced the controlling ideals of our yesteryears. It would be resting and refreshing and recreating to retreat from the delusions and the stupidities and the shams and the falsities and the superficialities of our day to the cultural and spiritual companionship of the worth-while realities of an older era. Our own time has become so unbearably and brutally unsocial, our moments of meditation so ragingly hot with dread and anxiety, our faith in the imponderable values so shaken around and disarranged and all of mankind so ugly and venal and vulgar and beastly that there is reviving refreshment in running back into the biographies of the past to find the sure foundations of an orderly and progressive society.

We see now, to the deep anguish of our souls, how costly have been the world's desertions from primary truth—how untrustworthy the trust we have come to place upon the sciences of living instead of upon character of life itself—upon seeming rather than being. We see now to what tragic ends a world will come that lays all of its cards on the table of the test tube and the laboratory. We see now the fruits of our educational levities, of our scientific achievement detached from moral and spiritual anchorages and destinations. We tremble and stand aghast at the price we must now pay for having cared so little for the great concepts of freedom, for the spiritual meaning and magnitude of democracy, for the liberties of the mind and soul of man which lie centric and inseparable from a spiritual understanding of life. We see now to what sorry and ironic ends our surrender to the scientific basis of civilization has brought us, to what collapse and chaos our majestic devotion to the tyranny of things has consigned our generation. We see now with cruel clarity that the same knowledge which can create for us a world of external beauty, can, at the same time, and does, create for us a world of internal hideousness. We see now that inventive genius that can provide for us delicate instruments to flood our homes with the world's best and noblest in music and song and story and art also can and does rain upon us deadly explosives that leave

whole cities in debris and their inhabitants mutilated and bleeding and dying. We see now that learning, running wild and loose from moral and spiritual controls, guarantees for us longer life, but carries with it also the certainty of quicker death. We see the bitter mockery of chemistry that provides for us substitutes for bread and wool, but which, at the same time, destroys fields of grain and flocks of sheep.

Our materialistic faiths thus now lie shattered into fragments. By them we stand betrayed to our own destruction. We are killing ourselves with the implements which were devised for a happier and more progressive life. We are *particeps criminis* in the suicide of civilization. What is happening in our world and to our world tends to make a hissing of all of our high hopes and to turn the best of our vaunted knowledge into nonsense, the sweetness and joy of life into cold, dry, bitter ashes at a time when our major pleasures can only be derived from the perverse excitements of hates.

The destiny that has come to be laid into the hands of America today involves not only its own future, but the pattern of life for human society the world over. We are being called back to primary decisions, to the first things in knowledge. No less is it the national task for the American people to prepare to make total sacrifice of wealth and blood for the simple, old, fundamental faiths for which our forebears had the courage to live. This, after all, is the issue in the world today when boiled to a sediment. This is what this planetary paroxysm is all about. This cosmic contest calls for a decision as to what shall be the interpretation of human life, not for a month, but for a millenium.

One grows weary and impatient with the superficial analysis of this epic conflict that rages from pole to pole and sweeps and sucks into its bloody torment the whole family of man. It is nothing at all to interpret it as a war between forms and systems and patterns of government. It is not enough to call it a colossal contest between groups of nations and peoples fighting for empires of trade and the conquest of territory. It is not enough even to brand it for what, before it is over, it may become—a war to the death between the white and the yellow races.

Essentially, it is a life-and-death grapple between two age-old concepts of human life—the concept of man as a brute, dumb animal, and the antagonistic concept of man as a creation fashioned in the image of God. Even democracy is involved in the matter only in the sense that it is a term which expresses faith in man as a rational, moral and spiritual entity, capable of choice, capable of reason, capable of will, capable of conscience, and capable, as such, to exercise all the rights and endowments of a sovereign, God-made personality. This, clearly, is more than the philosophy of politics, or government, or social relation or economic justice. It goes to the first cause of all of these outgrowths. It is, generically, the philosophy of the religions, both of Judaism and Christianity—a philosophy that puts the crown of kingship upon every human head, that stands every individual of whatever rank or grade or class or kind, upon his own feet, that puts the reins of destiny into every man's hands and concedes to every human being the capacity for wisdom and understanding and tolerance and beauty and brotherhood and love and creative individuality. It is for this religion, or, if you please, for this religious basis of democracy, for this supreme

dignity of human life, for this sense of the sanctity of human personality, for this divinity with which our common dust is for the moment clothed and for all the liberties of thought and action and speech belonging to a thing so ineffably grander than the beast of the field or the unnamed soldier in the regiment or the cog in the great tractor of the state—it is for this, and for these, that free peoples everywhere are now summoned to their travail of sacrifice. We must come to terms with this sublime realism if we are not to perish in this epic enterprise.

Tell the young men who are leaving home for camp and then for the fronts of battle that they are going out to save the world and they will taunt you with the question, "What world?" Tell ourselves, all of us, that we must sacrifice to the bottom of the barrel in order that our civilization of Western culture may survive, and we are apt to ask ourselves with a sort of cynical contempt, "What civilization!" One can find no enthusiasm for dying to serve a system of law, or a notion of government or an order of political authority. We must make sure within our own understandings and convictions that America is forced now to fight for the survival of those moral and spiritual concepts of human beings for which it came into national being, for those same high estimates of human personality that were written into its Declaration of Independence and that stood through all of the epochs of our earlier life implemented and integrated into our institutions.

There is a parable of striking import in the circumstance that our federal government is setting up schools of instruction for the young men in the armed services that they be taught by the historians and social scientists of our institutions of higher learning what they are fighting for. Our government must feel that it is far too little for the young manhood of the nation to feel that the firing fronts must be faced and life itself thrown away for nothing more worth dying for than to rescue and to perpetuate the handiworks of the present material order of civilization. But let them be informed and made to be convicted that they fight and bleed and die for all the faiths that are historically associated with their freedoms, and then they leap to the death with a song on their lips and pass on with the gladness of the angels in their hearts. Always when men have sensed that such permanent and essential and vital values as these were at stake, they have flung themselves with eager abandon into the sacrifice. All then that was courageous and gallant and heroic and noble became vivid with action. This is the hope of the democracies in these hours of dread and anxiety and fear.

The ends for which they strive belong to all the ages. They make up the continuing and inevitable order of life. The pull of time is always in the long haul of the centuries toward the light of the stars, not toward the black night of the Dark Ages and ages that were even darker. The wave of the future is the wave of the present which, in turn, is the wave of the past. Men have always died for the nobilities. They will keep on dying for them.

"For twenty years we have been guided by our fears and our weaknesses and our doubts. I think that now we shall be moved by our strength and our pride and our faith. I think that we

shall be seeing that it is *The American Destiny* to become the invulnerable center of freedom under law, the strong friend of all nations which live under law, the implacable foe of all tyrants, the partner of all who resist them.

"It is a great destiny. It is ours, not in the least because we have superior virtue, but because by the facts of our geography and the position of our continent and the great movement of the tides of history, we have come to occupy in the modern world the place which Rome in the center of her seas, occupied in the ancient world.

"It is a hard destiny. And though once in our generation we have sought to deny it and refuse it, it is the American destiny, and in the book of fate it is written that this destiny must now be fulfilled."

Alumnae Delegates

- 1902: MRS. C. A. BEDDINGFIELD (Mary Perry), Millbrook.
1903: MRS. A. S. GRIFFIN (Alma Smith), Raleigh.
1905: MRS. E. B. EARNSHAW (Edith Taylor), Wake Forest.
1907: MARGARET BRIGHT, New Hill.
1908: MRS. B. MOORE PARKER (Margaret Faucette), Raleigh.
1909: MRS. WM. L. WYATT (Lulie Marshall), Raleigh.
1910: MRS. J. M. CHEEK (Maude Wall), Durham.
1911: MRS. B. H. HACKNEY (Willa Weathers), Lucama.
1913: MRS. EUGENE OLIVE (Iva Pearson), Wake Forest.
1914: MRS. BENJAMIN PARHAM (Kate Johnson), Oxford.
1915: MRS. D. R. JACKSON (Bessie Mull), Raleigh.
1916: MRS. J. D. CARROLL (Mary Pruette), Charlotte.
1918: MRS. J. GRAVES VANN (Mary Norwood), Raleigh.
1919: MRS. GORDON MIDDLETON (Celia Herring), Raleigh.
1920: MRS. FRANK G. SATTERFIELD (Blanche Burke), Durham.
1921: MRS. W. Z. BETTS (Moultrie Drake), Raleigh.
1922: MRS. J. LEROY ALLEN (Ruth Couch), Raleigh.
1923: MRS. FRED AMMONS (Lillian Horton), Raleigh.
1925: MRS. WM. B. DOWELL (Gladys Leonard), Raleigh.
1926: MRS. WM. R. RAND (Elizabeth Purnell), Garner.
1927: MRS. J. S. LIVERMON (Geneva Benthall), Scotland Neck.
1928: MRS. D. M. ROYAL (Dorothy Turlington), Salemburg.
1929: MRS. C. H. OAKLEY (Janie Burns), Roxboro.
1930: CHLORIS KELLUM, Raleigh.
1931: MRS. EDWARD R. TULL (Bruce Gore), Rockingham.
1932: MRS. JOHN WRIGHT REGISTER (Mary Lee), Raleigh.
1933: MRS. H. M. NAHICKIAN (Nancy Blanton), Raleigh.
1935: MRS. ALTON TRIPP (Louise Correll), Raleigh.
1936: ISABEL ROSS, Raleigh.
1937: MRS. GEO. WM. JOYNER (Sue Brewer), Asheboro.
1938: MRS. J. E. LAMBETH, JR. (Katharine Covington), Thomasville.
1939: MRS. RAE SCARBOROUGH (Edna Martin), Clayton.
1940: MRS. N. C. NAPIER (Dorothy Green), Petersburg, Virginia.
1941: RACHEL POE, Woodland.

SERIES 35

MARCH, 1942

No. 7

MEREDITH COLLEGE

BULLETIN



CATALOGUE
1941-1942

ANNOUNCEMENTS
1942-1943

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RALEIGH, NORTH CAROLINA

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SERIES 85

MARCH, 1942

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RALEIGH, NORTH CAROLINA

1942

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CALENDAR 1942-1943

First Semester

1942

September	14-16	Mon.-Wed.	Orientation program for all new students.
September	16	Wednesday	Registration—Freshmen.
September	17	Thursday	Registration—all others.
September	17	Thursday	Formal opening exercises, 8:00 p. m.
September	18	Friday	Classes begin, 8:30 a. m.
November	26	Thursday	Thanksgiving.
December	19	Saturday	Christmas vacation begins, 1:00 p. m.

1943

January	4	Monday	Christmas vacation ends, 8:30 a. m.
January	25-29	Mon.-Fri.	First semester examinations.

Second Semester

February	1	Monday	Assembly, 8:30 a. m. Registration.
February	2	Tuesday	Classes begin, 8:30 a. m.
February	5	Friday	Founders' Day.
April	2	Friday	Spring recess begins, 1:00 p. m.
April	7	Wednesday	Spring recess ends, 2:00 p. m.
May	3-8	Mon.-Sat.	Registration for the session 1943-'44.
May	24-28	Mon.-Fri.	Second semester examinations.
May	29-31	Sat.-Mon.	Commencement.

Summer Session, 1942

June	8	Monday	Registration, 2:00 p. m.
June	9	Tuesday	Classes begin, 8:00 a. m.
July	4	Saturday	Holiday.
August	8	Saturday	Summer session ends.

ORGANIZATION

Board of Trustees

WALTER HERBERT WEATHERSPOON, <i>President</i>	Raleigh
VET MOLETTE DORSETT, <i>Vice-President</i>	Siler City
JOSEPH DOZIER BOUSHALL, <i>Secretary</i>	Raleigh
FULLER BROUGHTON HAMRICK, <i>Treasurer</i>	Raleigh

TERMS EXPIRE 1942

JAMES EDGAR BROYHILL.....	.Lenoir
MARGARET SHIELDS EVERETT.....	Greenville
FORREST CHALMERS FEEZOR.....	Raleigh
JOSEPH RUFUS HUNTER.....	Raleigh
MABEL CLAIRE HOGGARD MADDREY.....	Scotland Neck
BETH CARROLL TAYLOR.....	Charlotte

TERMS EXPIRE 1943

THOMAS ARRINGTON AVERA.....	Rocky Mount
MAUDE DAVIS BUNN.....	Raleigh
HARRY B. CALDWELL.....	Greensboro
OSCAR CREECH	Ahoskie
VET MOLETTE DORSETT.....	Siler City
LISTER ALLEN MARTIN.....	Lexington
WALTER HERBERT WEATHERSPOON.....	Raleigh

TERMS EXPIRE 1944

ZEBULON MARVIN CAVENESS.....	Raleigh
COMMODORE THOMAS COUNCIL.....	Durham
FOY JOHNSON FARMER.....	Raleigh
ANNA KITCHIN JOSEY.....	Scotland Neck
JAMES YADKIN JOYNER.....	La Grange
LERoy MARTIN	Raleigh

TERMS EXPIRE 1945

EVERETT JOHNSON BRITT.....	Lumberton
HENRY EDWARDS	Shelby
*WILLIAM OSCAR RIDDICK.....	Azalea
ROBERT HENRY RIGGSBEE.....	Durham
ROBERT NIRWANA SIMMS.....	Raleigh
WILLIAM ATHA THOMAS.....	Statesville

*Died, December 19, 1941

MEREDITH COLLEGE

EXECUTIVE COMMITTEE

LEROY MARTIN, *Chairman*
MAUDE DAVIS BUNN
ZEBULON MARVIN CAVENESS
COMMODORE THOMAS COUNCIL
FOY JOHNSON FARMER, *Secretary*
FORREST CHALMERS FEEZOR
JOSEPH RUFUS HUNTER
ROBERT NIRWANA SIMMS
WALTER HERBERT WEATHERSPOON

FINANCE AND AUDITING COMMITTEE

LEROY MARTIN
WALTER HERBERT WEATHERSPOON

BUILDING AND GROUNDS COMMITTEE

FULLER BROUGHTON HAMRICK, *Chairman*
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ZEBULON MARVIN CAVENESS
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STEWARD

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NURSE

GLADYS MABEL SHIPMAN, R.N.
North Carolina Baptist Hospital
ASSISTANT NURSE

VIRGINIA MITCHELL
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North Carolina State College, B.S. in Mechanical Engineering
SUPERINTENDENT OF BUILDINGS AND GROUNDS

GLADYS GRAHAM BRIDGE
Winthrop College
SECRETARY TO THE DEAN

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Wake Forest College, A.B., A.M.; Graduate Student, Columbia University;
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University of North Carolina, A.B., A.M., Ph.D.
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Southern Baptist Theological Seminary, Th.D.; Student, University of Chicago
PROFESSOR OF RELIGION

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PROFESSOR OF MATHEMATICS

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PROFESSOR OF HISTORY

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PROFESSOR OF HOME ECONOMICS

HELEN PRICE, A.B., PH.D.

Swarthmore College, A.B.; University of Pennsylvania, Ph.D.
PROFESSOR OF ANCIENT LANGUAGES

BUNYAN YATES TYNER, A.B., A.M.

Wake Forest College, A.B.; Columbia University, A.M.; Graduate Student,
Teachers' College, George Peabody College for Teachers
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***EDGAR HERBERT HENDERSON, A.B., A.M., PH.D.**

Furman University, A.B., A.M.; Harvard University, Ph.D.; Graduate Fellow
in Philosophy, Cornell University
PROFESSOR OF PHILOSOPHY AND PSYCHOLOGY

HARRY E. COOPER, A.B., Mus.B., Mus.D., F.A.G.O.

Ottawa University, A.B.; Horner Institute of Fine Arts, Mus.B.; Bush Conservatory,
Mus.D.; American Guild of Organists, F.A.G.O.; Guy Weitz, London
PROFESSOR OF MUSIC

MARY YARBROUGH, A.B., M.S., PH.D.

Meredith College, A.B.; North Carolina State College, M.S.; Duke University, Ph.D.
PROFESSOR OF CHEMISTRY

* On leave, 1941-1942.

MEREDITH COLLEGE

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Converse College, A.B.; University of Chicago, A.M., Ph.D.
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ELLIOTT HEALY, A.B., A.M., PH.D.

College of William and Mary, A.B.; University of North Carolina, A.M., Ph.D.
Assistant d'anglais, Lycee Marceau, Chartres, France
PROFESSOR OF MODERN LANGUAGES

MARY LYNCH JOHNSON, A.B., A.M., PH.D.

Meredith College, A.B.; Columbia University, A.M.; Cornell University, Ph.D.
ASSOCIATE PROFESSOR OF ENGLISH

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Harold Bauer; Juilliard School of Music, New York
ASSOCIATE PROFESSOR OF PIANO

ETHEL M. ROWLAND

Diploma, Boston Normal School; Leverett B. Merrill of Boston, Herbert W. Greene, New York; Harmony with Osborne McConathay; Harvard Summer School
ASSOCIATE PROFESSOR OF VOICE

JENNIE M. HANYEN, B.S., A.M.

Columbia University, B.S., A.M.
ASSOCIATE PROFESSOR OF HOME ECONOMICS

GEORGE A. CHRISTENBERRY, B.S., A.M., PH.D.

Furman University, B.S.; University of North Carolina, A.M., Ph.D.
ASSOCIATE PROFESSOR OF BIOLOGY

S. ELIZABETH CLARKE, A.B., A.M.

Duke University, A.B., A.M.; Graduate Fellow in Romance Languages, Duke University; Sorbonne, Diplome; Institut de Phonetique, Diplome; Graduate Student, University of North Carolina and Columbia University
ASSOCIATE PROFESSOR OF MODERN LANGUAGES

CLAYTON H. CHARLES, A.B., A.M.

University of Wisconsin, A.B., A.M.
ASSOCIATE PROFESSOR OF ART

HAROLD GRIER McCURDY, A.B., PH.D.

Duke University, A.B., Ph.D.
ASSOCIATE PROFESSOR OF PSYCHOLOGY AND PHILOSOPHY

CHRISTINE WHITE, B.S., M.Ed.

School of Education, Boston University, B.S., M.Ed.
ASSOCIATE PROFESSOR OF PHYSICAL AND HEALTH EDUCATION

LILLIAN PARKER WALLACE, A.B., M.S.

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ASSISTANT PROFESSOR OF HISTORY

MARY JAMES SPRUILL, A.B., A.M.

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 University of North Carolina, University of Maine
 ASSISTANT PROFESSOR OF ENGLISH

ALICE BARNWELL KEITH, B.S., M.S., PH.D.

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 Columbia University; University of North Carolina, Ph.D.
 ASSISTANT PROFESSOR OF HISTORY

EDGAR H. ALDEN, Mus.B., Mus.M.

Oberlin Conservatory of Music, Mus.B., Mus.M.; Reber Johnson; Theory with
 Arthur E. Heacox; Chautauqua, N. Y.
 ASSISTANT PROFESSOR OF VIOLIN AND THEORY

G. NORMAN PRICE, A.B., TH.M., PH.D.

Georgetown College, A.B.; Southern Baptist Theological Seminary, Th.M., Ph.D.
 ASSISTANT PROFESSOR OF RELIGION

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 George Peabody College
 ASSISTANT PROFESSOR OF EDUCATION

CHARLES D. LAMOND, A.B., Mus.B., Mus.M.

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 Graduate Student, Cornell University
 ASSISTANT PROFESSOR OF MUSIC

ELIZABETH GREGORY BOOMHOUR, A.B., A.M., PH.D.

Meredith College, A.B.; Cornell University, A.M.; Duke University, Ph.D.
 INSTRUCTOR IN BIOLOGY

LOUISE LANHAM, A.B., A.M., PH.D.

Randolph-Macon Woman's College, A.B.; University of North Carolina, A.M., Ph.D.
 INSTRUCTOR IN ENGLISH

***NORMA VIRGINIA ROSE, A.B., A.M.**

Meredith College, A.B.; University of North Carolina, A.M.;
 Graduate Student, Yale University
 INSTRUCTOR IN ENGLISH

FRANCES M. BAILEY, O.B., A.B., A.M.

Northwestern College of Speech Arts, O.B.; Intermountain Union College, A.B.; State
 University of Iowa, A.M.; Graduate Student, State University of Iowa, University of Michigan
 INSTRUCTOR IN SPEECH ARTS

MARGARET KRAMER, A.B., M.S.

Meredith College, A.B.; North Carolina State College, M.S.
 INSTRUCTOR IN CHEMISTRY

* On leave, 1941-1942.

MYRA ALLENE WILLIAMS, A.B., A.M., PH.D.

Winthrop College, A.B.; University of South Carolina, A.M.; Furman University Biological Camp; Marine Biological Laboratory, Woods Hole, Mass.; George Peabody College for Teachers; Duke University, Ph.D.
INSTRUCTOR IN BIOLOGY

HAZEL MARTIN LASSITER, Mus.B.

Meredith College, Mus.B.; Institute of Normal Methods
INSTRUCTOR IN PUBLIC SCHOOL MUSIC

ALICE LITTLE McFADDEN, A.B., B.S., A.M.

Macalester College, A.B.; University of Minnesota, B.S. in Architecture;
Columbia University, A.M.
INSTRUCTOR IN ART

DOROTHY PHELPS, Mus.B.

Oberlin College Conservatory of Music, Mus.B.; Graduate Student, Oberlin College
INSTRUCTOR IN MUSIC

LILA BELL, A.B., M.Ed.

Woman's College of the University of North Carolina, A.B.; Duke University, M.Ed.
INSTRUCTOR IN EDUCATION

ROBERT B. NANCE, A.B., A.M.

Berea College, A.B.; University of North Carolina, A.M.
INSTRUCTOR IN MODERN LANGUAGES

ELIZA DICKINSON, B.S.

Woman's College of the University of North Carolina, B.S. in Physical Education
ASSISTANT IN PHYSICAL AND HEALTH EDUCATION

DAVID A. LOCKMILLER, B.Ph., A.M., LL.B., Ph.D.

Emory University, B.Ph., A.M.; Cumberland University, LL.B.; University of
North Carolina, Ph.D.
VISITING LECTURER IN GEOGRAPHY

SANFORD WINSTON, A.B., Ph.D.

Western Reserve University, A.B.; University of Minnesota, Ph.D.
VISITING LECTURER IN SOCIOLOGY

COMMITTEES OF THE FACULTY AND ADMINISTRATIVE STAFF
1941-1942

Appointments—MR. TYNER, DEAN DAVIS, MR. CANADAY, MR. HAMRICK, MISS BAKER.

Buildings and Grounds—MR. HAMRICK, MISS BAKER, MISS ANNIE WHITE, MR. HOLLIS, MR. CHRISTENBERRY.

Bulletins—DEAN DAVIS, MISS HARRIS, MISS LANHAM, MR. McCURDY, MISS PRICE.

College Functions—MISS BAKER, MISS ANNIE WHITE, MISS BREWER, MISS BOOM-HOUR, MISS PHELPS.

College Schedules—MR. CANADAY, MRS. MARSH, MR. TYNER, MISS CLARKE, MISS KEITH.

Concerts—MR. COOPER, MISS CRAWFORD, MR. ALDEN.

Curriculum—DEAN DAVIS, MR. TYNER, MR. COOPER, MISS JOHNSON, MR. RILEY, MR. HEALY, MR. BOOMHOUR.

Faculty Meetings—MR. TYNER, MR. CHRISTENBERRY, MISS KEITH, MISS JOHNSON, MISS CHRISTINE WHITE, MISS BREWER.

Freshman Orientation—MRS. WALLACE, MISS BAKER, DEAN DAVIS, MISS KRAMER, MISS CHRISTINE WHITE.

Instruction—MRS. WALLACE, DEAN DAVIS, MR. DORSETT, MISS BAITY, MRS. WINSTON.

Lectures—MR. RILEY, MISS HARRIS, MISS YARBROUGH.

Library—MR. FREEMAN, MRS. WINSTON, MISS HARRIS, MISS YARBROUGH, MR. McCURDY.

Student Government—MISS BAKER, DEAN DAVIS, MISS JOHNSON.

Student Health—MISS CHRISTINE WHITE, MISS LANE, MISS ANNIE WHITE, MISS BAKER, MISS HANYEN, MISS BARNETTE.

Vocational Guidance—MRS. WINSTON, DEAN DAVIS, MR. PRICE, MR. DORSETT, MISS YARBROUGH.

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President—MRS. SIM H. WELLS, Raleigh.

Vice-President—MRS. RAYMOND PARKER, Jackson.

Vice-President, Asheville Division—MRS. ZENO MARTIN, Marion.

Vice-President, Elizabeth City Division—MRS. FRANK MEACHAM, Jackson.

Vice-President, Greensboro Division—MRS. R. B. WILKINS, Durham.

Vice-President, Wilmington Division—MRS. J. M. BUTLER, Jr., St. Pauls.

Recording Secretary—MRS. L. R. HARRILL, Raleigh.

Executive Secretary-Treasurer—MAE GRIMMER, Meredith College.

Commencement Speaker—MRS. CHAS. A. FARRELL, Greensboro.

GENERAL INFORMATION

Foundation and Purpose

Meredith College, founded by the North Carolina Baptist Convention, was granted a charter in 1891, and was first opened to students in September, 1899. It was chartered as the Baptist Female University, a name changed in 1905 to the Baptist University for Women, and in 1909 to Meredith College. This last name was given in honor of Thomas Meredith, for many years a recognized leader of the Baptist denomination in North Carolina, who in 1838 presented to the Baptist State Convention a resolution urging the establishment in or near Raleigh of "a female seminary of high order that should be modeled and conducted on strictly religious principles, but that should be, so far as possible, free from sectarian influences."

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

The institution has had four presidents: J. C. Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939—.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and is on the approved list of the Association of American Universities. Graduates of Meredith are eligible for membership in the American Association of University Women.

Meredith College is an associate member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

Location

Because of the growth of the College, the original site in the heart of the city of Raleigh became inadequate, and in January, 1926, the institution was moved to a campus of one hundred and thirty acres—now increased to one hundred and seventy—about three miles west of the capitol. Federal highways 1, 64, and 70 pass the southern edge of the campus. Frequent local bus service from the door of the administration building into the city makes readily accessible to students the State museum, the State and city libraries, and the churches, homes, and shops of the city. Raleigh as the capital of the State and as an educational center attracts excellent lectures, plays, and concerts, which students may easily arrange to attend.

Buildings

The administration building, the four dormitories, and the dining hall—all brick fireproof structures—form a quadrangle around a court. Johnson Hall contains on the first floor administrative offices and reception rooms; on the second floor the library and rooms for the use of non-resident students; and on the third floor assembly rooms for the two literary societies. The dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall—are also three stories in height, each accommodating one hundred and twenty-five people. The rooms in the dormitories, planned for two students each, are arranged in suites of two with a connecting bath. Each occupant has a single bed and a closet of her own. There is a social room on each floor, a kitchenette and a pressing room in each dormitory.

East of the quadrangle are four more buildings. The first of these is the auditorium, with provision for music studios and practice rooms. Next is the science building, with lecture rooms, offices, and well-equipped laboratories for biology, chemistry, physics, and home economics. The third of these has classrooms and offices for the other departments. North of this group is the gymnasium.

Library

The library has 25,000 volumes and 5,000 pamphlets, all scientifically classified and catalogued. These have been selected by the head librarian and by the heads of departments, and are in constant use by the students. Two hundred and thirty-five periodicals and twelve newspapers

are received regularly throughout the college year. In addition to the library at Meredith College, the State Library, the State College Library, and the Olivia Raney Library are open to students. Through the interlibrary loan service, books may be secured from various university libraries.

Religious Life

As a distinctively Christian college, Meredith makes every effort to encourage the spiritual growth of its students. A religious secretary gives guidance and counsel to students in their organized work and in their individual problems. Each year, in February, a visiting speaker is invited to the campus to lead students in a series of services looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All resident students, except seniors, are also required to attend Sunday school and church services each Sunday morning, eight absences without excuse being allowed during the year.

Health

A well-equipped infirmary, under the direction of two graduate nurses and the college physician, is maintained for the care of the sick. The infirmary office is open to students at all times; and the college physician has regular office hours at the college, at which times students may consult her. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of the general laws of health. Health ratings, based on a positive health program, are now recorded annually.

Vaccination against smallpox is required.

A certificate from a city or county health officer, or from the family physician, must be presented by each student at the time of physical examinations for the first semester. This statement must show that the student has received three doses hypodermically of triple typhoid vaccine at weekly intervals within a three-year period. To meet the requirements, a student must receive these injections every three years during her college residence.

All necessary ocular and dental work should be attended to before students enter, or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Residence

Students not living at their own homes or with near relatives are required to live in the college dormitories. Stringfield Hall is reserved for freshmen; the other three are open to other students without distinction as to class. The number of resident students may not exceed five hundred.

Students should bring with them towels, sheets, pillows, pillowcases, couch covers (or counterpanes), and all other bed coverings likely to be needed. All rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the room more attractive.

All laundry must be clearly marked with indelible ink. The laundry fee collected by the college covers the cost of flat work only. Each student may have laundered each week two sheets, two pillowcases, one counterpane, four towels, and one bureau scarf.

All dormitories will be closed during the Christmas holidays.

Student Organizations

Student Government Association. This important organization, of which all resident students of Meredith are members, has as its purpose (1) the regulation of the life of the students for the good of all concerned, and (2) the promotion of a high sense of honor in academic work. The executive body of the Association is the Student Council, consisting of the president of the Association, the vice-president, the secretary, the treasurer, the house presidents and vice-presidents, and one representative each from the sophomore and freshman classes. An Advisory Committee, comprising the Dean of Women and two other members of the faculty, consults with the Student Council as occasion may demand. The Student Government Association holds regular meetings at the chapel period each Thursday, at which time the students have an opportunity to discuss matters of special interest to them.

Religious Organizations. The religious activities of the students are under the general direction of the Baptist Student Union, its council including the officers of auxiliary organizations and a representative of students belonging to other churches than a Baptist church. Wednesday-evening study groups and Sunday-evening vesper services afford the students opportunity for helpful thinking and working to-

gether. Enjoyable parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Union. For the convenience of Meredith students, a little store, the Bee Hive, is maintained on the college campus. The Service Band provides association for those who are interested in full-time Christian service, either at home or on the foreign field; and the Young Woman's Auxiliary has a definite denominational affiliation. All in all, the character and number of religious activities fostered on the Meredith campus are evidence of the Christian purposefulness of Meredith students.

Honor Society. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

Departmental Clubs. A means of cultural enrichment is offered students in the various departmental clubs at Meredith. These are the International Relations Club and the Meredith League of Women Voters, The Helen Hull Law Classical Club, the Elizabeth Avery Colton English Club, the Barber Biology Club, the K. K. Art Club, the Home Economics Club, the Sociology Club, the Education Club, The Granddaughters' Club, MacDowell Music Club, Monogram Club, and the Sigma Pi Alpha (Modern Foreign Languages). Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Literary Societies. Two literary societies, the Astrotekton and the Philaretian, have been in existence since the early days of the College. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written during the academic year by one of its members.

The Silver Shield. Selection for membership in the Silver Shield, honorary leadership society of the College, is based upon Christian character, constructive leadership, and service to the college. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

Publications. There are three student publications at Meredith: *The Twig*, a newspaper, issued bi-weekly, in the columns of which college happenings are recorded and student opinion expressed; *The Acorn*, a literary journal published six times during the school year; and *Oak Leaves*, the college yearbook.

The Choir and the Glee Club. The Meredith Choir and the Meredith Glee Club, directed by members of the music faculty, give students who belong to them valuable training. These groups appear in concert at stated intervals throughout the college year.

The Little Theatre. The Meredith College Little Theater provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Little Theatre who excel in its activities.

The Athletic Association. The Athletic Association co-operates with the department of physical education in planning a wide range of recreational activities. Archery, badminton, basketball, field hockey, golf, softball, volley ball, and tennis are among the activities offered.

The Athletic Association sponsors the annual Stunt Night, an important event early in the college year, when the four classes of the College compete in the presentation of original dramatic stunts.

Expenses

GENERAL FEES FOR EACH SEMESTER

Resident Students:

Tuition: Instruction, library, lectures and recitals,	
academic administration	\$ 80.00
Residence: room and board, laundry, infirmary service,	
maintenance	165.00

Non-resident students:

Tuition (as above).....	80.00
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SPECIAL FEES FOR EACH SEMESTER

Applied Music (two half-hour lessons a week):

Piano, organ	\$37.50 or 45.00
Violin, voice	45.00
Use of piano, one hour daily.....	4.50
For each additional hour	2.25
Use of organ, one hour daily.....	15.00 to 25.00
Use of practice room, without piano, one hour daily.....	3.00
For each additional hour.....	1.50

Art:

Art 1-2, 21-22, 41, 42, 47, 48, 61, 62, 91.....	10.00
Art 53-54, 55, 56.....	5.00
Art 31, 32, 71, 72, 74, 98.....	2.50
Laboratory fee for each course, unless otherwise specified.....	4.00
Cooking laboratory fee.....	7.50
Sewing laboratory fee.....	1.00
Choir fee (for the year).....	1.00
Home management apartment fee.....	10.00
Directed teaching fee.....	15.00
Typewriting fee: in a credit course, \$5.00; otherwise.....	10.00
Course fee, for special students, for each credit hour.....	6.00

OTHER SPECIAL FEES

Student budget fee for the year (payable to Student

Government Association)	10.50
Late registration	2.00
Special examination	2.00
Transcript of academic record (after first copy).....	1.00
Gymnasium Costume (approximate cost of all items).....	8.25
Graduation fee, including diploma.....	5.00

TERMS OF PAYMENT

On registration, at the beginning of the semester:

1 Resident students	120.00
Non-resident students	40.00

On November 7 and March 20, the balance of the amount for the semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its patrons. Neither

¹ The \$10 room deposit reduces the September payment to \$110.

the President nor the Bursar is expected to modify these regulations without specific authorization from the Board of Trustees.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the Bursar. Under no circumstances will a student be allowed to take semester examinations or receive a transcript of her record until her account has been paid in full.

The \$10 room deposit paid by a prospective student will be refunded if requested by August 15; after this date it will be forfeited to the College.

A deduction of ten per cent is allowed where two or more students come from the same family.

A regular college student whose father is an active ordained minister or full-time religious worker is allowed a concession of \$75 on her expenses for the year; if her father is actively engaged in mission work, at home or abroad, she is allowed a concession of \$150 for the year.

Students are not required to make a breakage deposit to cover unjustifiable damage to college property, but for such damage they will be expected to pay.

The student budget fee of \$10.50 for the year is required of all regular students. This fee takes care of a student's obligations to the several student organizations, and includes subscriptions to the three student publications.

Resident students are not charged for the ordinary services of the College physician and nurses, and for the use of the infirmary. For additional service in case of serious or prolonged illness, and for all special medical prescriptions, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund will be made for the quarter of the year in which she leaves. Proportionate refund may be allowed on residence charges if a student is continuously absent for at least four weeks because of illness or other unavoidable circumstances.

Scholarships, Loan Funds, Self-Help

Endowed Scholarships. Friends of the College have established endowment funds for scholarship aid, the principal of which amounts to \$36,250. These funds provide for seventeen scholarships, as indicated

below. In some cases the donors have made specific restrictions affecting the award of the scholarships, but students interested may write the President of the College. Value, \$100 to \$120.

- The E. F. Aydlett Scholarships (three)
- The J. T. J. Battle Scholarships (four)
- The K. M. Biggs Scholarship
- The Z. M. Caveness Scholarship
- The Myrtle Hart Farmer Scholarship
- The J. M. Gardner Scholarship
- The Moses S. Jones Scholarship
- The Mrs. Sallie Bailey Jones Scholarship
- The Mr. and Mrs. W. H. Matthews Scholarship
- The J. H. Moore Scholarship
- The W. W. Parker Scholarship
- The W. A. Thomas Scholarship

Freshman Scholarships. The Board of Trustees authorizes the award of forty scholarships, valued at \$100 each, to resident members of the incoming freshman class. These awards will be based on outstanding scholastic achievement and promise, qualities of social leadership, and financial need. Applications and supporting credentials should be submitted to the President of the College by June 15.

Alumnae Scholarships. Local chapters of the Meredith College Alumnae Association provide for the award of ten \$100 scholarships annually. Students interested should write Miss Mae Grimmer, Secretary, Meredith College.

College Loan Funds. Earnings from the funds listed below are available for loan purposes to students in residence. Inquiries should be addressed to Mr. F. B. Hamrick, Bursar, Meredith College.

- The Elizabeth Avery Colton Loan Fund
- The Louis M. Curtis Loan Fund
- The John M. W. Hicks Loan Fund
- The Helen Josephine Neal Loan Fund
- The William H. Reddish Loan Fund
- The Masonic Loan Fund
- The Henrietta S. Jarman Loan Fund

The Ida Poteat Loan Fund. This fund has been provided for juniors and seniors through the alumnae of the College. Application blanks

will be furnished upon request addressed to Miss Mae Grimmer, Secretary, Meredith College.

Self-Help. Many students needing financial assistance reduce their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the character and amount of service rendered, but usually ranges from \$50 to \$125 for the year. Initial correspondence may be addressed to the President or Bursar. Available appointments will be made on the basis of apparent ability and need.

Summer Session

During the summer of 1942 the College will operate a nine-week term beginning June 8 and ending August 8. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in September may begin their regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. In three years and three summer sessions, a student should be able to complete the regular four-year course. The amount of credit is nine semester hours for the summer session (i.e., three hours each for three courses meeting daily).

Regular academic courses will be available in the usual fields of instruction, including art and music. Private lessons can be arranged in these two fields. Special classes in typewriting and shorthand will be available.

Full information about the summer session may be obtained by writing to the Dean of the College.

ADMISSION

Students may be admitted to Meredith College as candidates for the degree of Bachelor of Arts either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution. Prospective freshmen must have at least a C average and should rank above average attainment in their secondary school work. Communications with regard to entrance should be addressed to the Dean of the College, who, upon request, will send blanks for the following information:

1. An application for admission, endorsed by parent or guardian.
2. A certified academic record, together with a recommendation for admission from the appropriate school official.
3. A physician's certificate.

These data must be approved by the Dean of the College before a candidate can be officially accepted.

Methods of Admission

By Certificate. Graduates of secondary schools holding membership in the Southern Association of Colleges and Secondary Schools, or in other regional associations of related standing, or of secondary schools fully accredited by their State Department of Education will be admitted on certificate from their high school principal.

By Examination. Applicants who present units for admission from schools not accredited will be required to pass entrance examinations on certain basic subjects, the scope and character of which will be determined by the Dean of the College.

Entrance Units

For admission to the freshman class students must offer fifteen units of credit. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

The distribution of prescribed and elective units is as follows:

<i>Prescribed</i> ¹	.....	9.5 units
English	.....	4 units
Mathematics		
Algebra	.....	1.5 units
Plane geometry	.....	1 unit
A foreign language	.....	2 units
History	.....	1 unit
<i>Elective</i> ²	.....	5.5 units
		<hr/>
		15 units

Advanced Standing

A student applying for advanced standing or for acceptance of credit from another college must present the following information: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of her record at that institution, together with a catalogue describing the courses for which credit is requested; (c) details of the units offered for college entrance and the name of the high school from which the entrance units were received.

At least two weeks before the opening of the session, all of the above information should be sent to Meredith College by the institution last attended. Students who have completed two years of college work should indicate the major and other subjects which they expect to pursue. Students entering from other colleges with fewer quality points than semester hours of credit must make up the deficiency at Meredith College.

When the candidate comes from a college belonging to the Southern Association of Colleges and Secondary Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith College. Candidates from other colleges will be given provisional credits which must be validated by success in work undertaken at Meredith College, or by examinations.

In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must make a minimum of twenty-four semester hours and twenty-four quality points during her first two semesters at Meredith. A student who fails to

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1. Any deficiencies allowed must be removed before the beginning of the sophomore year.
 2. Of the five and one-half elective units two and one-half must come from the above prescribed subjects, or the social studies, or the natural sciences, or any combination of these.

reach this standard will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of one year in a junior college.

Special Students

A student of mature age who gives evidence of a serious purpose and who is otherwise properly qualified is allowed to enter a special course without fulfilling the entrance requirements. All such courses must be approved by the Dean and the instructor concerned, but will not receive college credit.

Re-admission of Former Students

A student desiring to return to the College after an absence of more than a year should apply to the Dean for re-admission. Official transcripts of record at all other institutions should be submitted, together with a statement of honorable dismissal. Such a student will comply with the requirements either of the catalogue under which she is re-admitted, or of a subsequent catalogue.

Orientation-Registration

All students, upon arrival in the city, should report and enroll promptly at the office of the Dean of Women. Dormitories will be open to receive freshmen and transfer students at 9:00 a. m. on Monday, September 14. New resident students should arrive on that date, as the registration and orientation program begins at 9:00 a. m. on Tuesday, September 15. Returning students should arrive in time to complete their registration by 3:00 p. m. on Thursday, September 17. All students who fail to complete registration on the date specified must pay a special fee of two dollars.

All freshmen and all transfer students are expected to take part in the special program arranged for Tuesday, Wednesday, and Thursday of the opening week. Included in this program will be a physical examination, instruction in the use of the library, social activities, psychological tests, English placement tests, registration, and talks on various phases of college life.

ACADEMIC REGULATIONS

General Requirements for Degrees

Meredith College confers two degrees, that of Bachelor of Arts and that of Bachelor of Music. To be eligible for a degree, a student must meet the specific requirements for the degree and must be a person of unquestionably good character.

The requirements for these degrees are based on the general principle of a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. The object of distribution is to give the student a general view of our cultural heritage and to broaden her outlook. The object of concentration is to aid the student in acquiring comprehensive knowledge and systematic training in a particular field of scholarly achievement.

A candidate for the degree of Bachelor of Arts must complete, with an average grade of C¹ or higher, one hundred and twenty-six semester hours of work. Each semester hour of credit is supposed to represent for the average student three hours of academic work a week, including preparation and classes.

A minimum of one full year in residence at Meredith College and the completion with an average of C of thirty semester hours of work approved for seniors will be required of every candidate for the degree of Bachelor of Arts.²

Every candidate for the degree, unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools or by an association of related rank, must have attended Meredith College for at least two years. The last thirty semester hours must be taken at Meredith College, except that not more than six semester hours may be taken at another institution of approved standing. In the last year's work the student must maintain an average of C.

A student who completes in a summer session the work required by the College for the Bachelor's degree will be granted the degree at the end of that session.

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1. An average of C means that a student must earn at least as many quality points as semester hours of credit.
 2. A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called points are given to the grade letters as follows: for grade A, three points for each semester hour of credit for the course in which the grade is received; for grade B, two points; for grade C, one point.

Requirements for the Bachelor of Arts Degree

To be recommended for the degree of Bachelor of Arts, a candidate must have completed the requirements, including those of a field of concentration, stated below. All course requirements listed in the prescribed group should be met by the end of the junior year.

I. PRESCRIBED COURSES

	Semester Hours
<i>English.</i> English, 1-2, 21-22 ¹	6-12
<i>Foreign language.</i> The third college year of one foreign language. ² This requirement may be met by the completion of one of the following courses: French 51-52, German 51-52, Greek 51-52, Spanish 51-52, Latin 51-52.....	6-18
<i>Social sciences.</i> Twelve hours selected from the following fields: Economics, Geography, Government, History ³ , Sociology.....	12
<i>Natural sciences.</i> Two or more of the following courses: Biology 1-2; Chemistry 1-2; Physics 1-2; Mathematics 1-2; Psychology 21, 22 ⁴	12
<i>Religion.</i> Religion 1-2, or 21, 22.....	6
<i>Health education.</i> Health Education 1-2.....	2
<i>Physical education</i> (for three years).....	6
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	56-62

II. FIELD OF CONCENTRATION

A field of concentration, consisting of forty-two semester hours distributed as follows: eighteen to twenty-four semester hours in a major department and twenty-four to eighteen semester hours in at least two other related departments, with a minimum of six semester hours in each department. The field of concentration may not include any courses open primarily to freshmen, except that a maximum of six semester hours of freshman work may be taken as related work in a field of concentration where biology or chemistry is the major subject. Required courses not open primarily to freshmen may count as a part of the field of concentration.

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1. A student who takes 18 semester hours of foreign language to satisfy general college requirements will not be required to take English 21-22.
 2. Two units of secondary school credit in a foreign language are the equivalent of the first college year of that language. By exception the language requirement may be satisfied by two years of Greek, provided the student has offered four units of Latin for entrance.
 3. A student who does not offer two units of history for entrance must take History 1-2.
 4. A student must take six semester hours in one of the following: physics, chemistry, or biology. Not more than six hours in one subject may be taken to meet the requirement in natural sciences.

Concentration in a field of study is intended to be more than a series of unrelated courses listed in the catalogue under several departments. The work required of each student in a field of concentration should be planned by the major department as a unified, coherent whole, consisting of closely related courses. The requirements of a departmental major in a field of concentration are listed under each department.

The forty-two semester hours of work in a field of concentration must be completed with an average grade of C, or higher.

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a departmental major. When this selection has been approved by the department concerned, the head of that department becomes the adviser of the student in her field of concentration. The program of studies arranged by the head of the department and the student for the student's field of concentration must receive the final approval of the Dean.

The major must be selected from the following list of subjects:

Ancient languages—Latin	History
Art	Home economics
Biology	Mathematics
Business administration	Modern languages—French
Chemistry	Music
Education	Philosophy and psychology
Grade school	Religion
High school	Sociology
English	

III. GENERAL ELECTIVES

Additional courses sufficient to make a total of 126 semester hours.

Requirements for the Bachelor of Music Degree

The degree of Bachelor of Music will be granted to students who already hold the degree of Bachelor of Arts or Bachelor of Science and meet the requirements as stated on page 58 of the catalogue. One additional year of study confined exclusively to music will usually be necessary to secure this degree.

Regulations concerning Courses

All students, except those exempted by permission of the Dean, are required to take sixteen semester hours of work.

No student is permitted to take less than fourteen semester hours of classwork a week without permission of the Dean, except (1) that seniors who are enrolled for the course in supervised teaching are advised to take no more than twelve semester hours of work for that semester, and (2) that a student with a recital to prepare may be permitted to take only twelve semester hours.

A student reported to be in poor health or engaged in outside work that demands much of her time may not register for more than twelve semester hours of work. Prescribed courses take precedence over elective courses in a restricted program.

No student may take more than seventeen semester hours of work in one semester if she failed to make an average grade above C on the work of the preceding semester. The maximum number of hours of work allowed during any semester is nineteen.

Twelve semester hours of credit in applied music may be counted by students not majoring in music as elective credits toward the degree, provided a student offers an equal amount of credit in theoretical music with grades of C or better.

During her freshman and sophomore years a student may not take more than one course in any semester in a department without the permission of the Dean.

Students who do not complete the foreign language requirement in the freshman year must continue the study until the requirement is met.

The maximum amount of work that a student may take in any one department, other than the department of music, is thirty-six semester hours. Students who choose a field of concentration with music as the major subject may take a maximum of sixty semester hours from the various subdivisions of the department.

A junior may not receive more than six semester hours of college credit in courses primarily for freshmen.

A senior may not receive credit in a course primarily for freshmen, if that work is taken to satisfy one of the course requirements for the degree. Upon the recommendation of a departmental chairman and the approval of the Dean, a senior may receive half-credit in an elective course primarily for freshmen. Any deficiency in the number of prescribed hours resulting from the reduction of credit may be satisfied by substituting an equal number of hours of free elective credit.

Not more than six semester hours of work may be done in another institution of approved standing as the final work necessary for graduation, except in the case of four-hour courses, in which case, eight hours of credit will be allowed. Such courses must be of senior grade and must be approved by the Dean before they are taken.

Freshmen must pass three semester hours in order to continue into the second semester; others must pass six semester hours. In order to continue or return, a student must pass in the first year twelve semester hours; in the second, fifteen; in the third, eighteen. If in any semester a student makes all D grades, or a majority of D's, she shall be placed on academic probation. If at the end of the next semester of residence, her grades have not improved, she may be dropped from the College for one semester.

The Department of English may require an additional course in composition of a student who submits to any department a paper containing gross errors in English composition.

The College reserves the right to exclude at any time a student whose academic standing or conduct it regards as undesirable.

The Freshman Year

In the freshman year a student is required to enroll each semester in English, and physical and health education. She is advised to enroll in a foreign language and in a laboratory science.

Additional work to make the required number of hours may be chosen, upon the counsel of the Dean, from the following:

Art 1-2	Home Economics 1-2
Biology 1-2	Latin 1-2; 21-22; 31-32
Chemistry 1-2	Mathematics 1-2
French 1-2; 21-22	Music (See Department)
German 1-2; 21-22	Physics 1-2
Spanish 1-2; 21-22	Religion 1-2
Greek 21-22	Speech 1-2
History 1-2	

Class Attendance

Students must be regular and prompt in their attendance at all classes, conferences, and other academic appointments. Students must accept full responsibility for any announcements or assignments missed because of absence. Such absences, even when permitted, tend to lower a student's standing in courses; if they are unapproved, penalties are attached.

As many absences will be allowed during a semester as there are credit-hours for the course. This includes classes, private lessons in music and art, and laboratories. Absences shall not be counted when arranged by the head of a department with the approval of the Dean.

Absences from class at the last session before or the first session after a holiday (except for sickness in the college infirmary, or off the campus with a statement from a physician, parent, or guardian) will count as two absences.

Not over two-thirds of the permitted absences may be taken in any quarter, with the exception that absences because of illness will not affect the number of absences permitted for a quarter.

Absences because of illness—in the infirmary, or off the campus with a statement from a physician, parent, or guardian—will count as one-third of an absence.

Absences beyond the number allowed will be classified as unexcused, without the possibility of reconsideration; and one quality point or fraction thereof will be deducted from the total quality points for the semester for each absence or fractional absence unexcused.

Members of the choir are allowed two absences each semester. For each absence in excess of two, one-third of a quality point will be deducted.

Grading System

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. The grade of scholarship is reported in letters: A, B, C, and D indicate passing grades; F indicates failure. A grade of I indicates that the student's work is incomplete. If an I is not completed during the next semester of residence, it automatically becomes an F.

Quality Points

The College requires that a student maintain a minimum scholastic average, above the lowest passing grade, in the courses offered towards the degree. This average is determined by the quality points to which her course grades entitle her. Each semester hour with a grade of A gives three quality points; B, two; C, one. A candidate for graduation

must therefore have one hundred and twenty-six quality points, or a credit ratio of 1.0 for her entire course. This is equivalent to a general scholastic average of C.

Dean's List

At the end of each semester there is published a "Dean's List" of students who have attained high scholastic standing. Included in this list are names of all students taking twelve or more semester hours who have made a number of quality points equal to twice the number of semester hours taken plus three.

Juniors and seniors whose names are on the Dean's List are granted optional class attendance except at the last session before or the first session after a holiday.

A student may be removed by the Dean from this list during the semester if her conduct or grades are such as to make removal advisable.

Graduation with Distinction

The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

- (1) A student must have been in residence at Meredith College at least two years and must have earned a minimum of sixty semester hours.
- (2) For the purpose of computing the standing of a student all semester hours taken at Meredith College are counted.
- (3) Those whose average is two and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is two and seven-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is two and nine-tenths quality points per semester hour are graduated *summa cum laude*.

No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Classification

Students are classified at the beginning of each scholastic year. To be classified as a sophomore, a student must have twenty-four semester

hours of credit and twelve quality points; to be classified as a junior, she must have fifty-four hours of credit and forty-two quality points; to be classified as a senior, she must have eighty-four hours of credit and seventy-eight quality points.

Examinations and Reports

Final examinations are held in all courses at the end of each semester. No credit should be expected for a course if the examination is not taken as scheduled, unless another date is authorized by the Dean and the instructor concerned. A special fee will be charged for individual examinations thus allowed.

Seniors have examinations at the same time as other students, except that seniors who have examinations on the last Friday of the second semester may take them on the preceding Friday.

At the end of each semester a report is sent to the parent or guardian of a student, showing her grade of scholarship and absences from classes and other college duties. At the end of each six weeks a report is sent if a student's work is unsatisfactory.

Registration in May

During the week of May 3 to 8 students will file with the Dean their schedules for the first semester of the following year.

Summer School Credits

A student should have the announcement of the summer school that she is to attend, and should secure in advance the written approval of the appropriate heads of departments for the courses she plans to take. After consultation with her adviser the student must submit the names and outlines of the courses to the Dean. The maximum credit allowed for a summer term of six weeks is six semester hours; for nine weeks, nine semester hours; for twelve weeks, twelve semester hours.

Vocational Courses

In accordance with the student's statement of her own aims and interests as indicated on her Vocational Guidance Record, she consults with a specialist in her chosen field after she has had a conference with a member of the Vocational Guidance Committee.

Attention is called to the fact that this institution offers certain phases of vocational education on the college level and not in competition with the purely professional and vocational schools. Students may enter, among others, the following fields:

1. Teaching
 - a. Grades
 - b. High School
2. Business Administration
3. Medical Technology and Nursing
4. Religion
5. Social Welfare
6. Graduate Study

The College offers courses of instruction leading to a degree in Business Administration. This training qualifies students to hold positions in the business world. Courses in shorthand and typewriting are also available to prospective librarians, religious and social workers, and teachers.

In the natural sciences, fully accredited pre-professional courses are offered for laboratory technicians, nurses, and students of medicine.

The College regards its program of teacher education not merely as a particular duty of the Department of Education, but rather as a function of the whole institution.

Because of the increasing demand for various types of trained social workers, the curriculum has been expanded to include all prerequisites for professional training at accredited schools of social work.

Students planning to enter professional schools or to do graduate work after leaving Meredith should secure advance information about the requirements which they must satisfy. The Dean of the College will be glad to assist the individual student, in keeping with the degree requirements of this institution, to plan her course of study with these aims in view.

COURSES OF INSTRUCTION

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is repeated in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed; if the numbers are separated by a comma, proportionate credit is allowed for the work of either semester.

A course numbered below 20 is for freshmen; from 21 to 49, for sophomores; from 51 to 89, for juniors and seniors; above 90, for seniors only, except by special permission.

The number in parentheses following the title of a course indicates the semester hours of credit allowed.

Brackets enclosing the number and title of a course indicate that the course is not given in 1942-1943.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of five students.

Ancient Languages

HELEN PRICE, *Professor*

BENSON W. DAVIS, *Professor*

*NORMA ROSE, *Instructor*

LATIN

Requirements for a major: twenty-four semester hours, including Latin 21-22; 31-32; either 51, 52 or 53, 54; and six additional hours from any other courses in ancient languages except Latin 86.

1-2. *Elementary Latin (6).*

Open to students who offer less than two units for entrance.

MISS PRICE

21-22. *Review of Grammar and Reading of Vergil's Aeneid (6).*

Prerequisite: Two units of Latin for entrance or Latin 1-2. MISS PRICE

31-32. *Selections from Latin Prose and Poetry (6).*

Prerequisite: Four units of Latin for entrance or Latin 21-22. Special study of Livy and Horace. Prose Composition. MISS PRICE

51. *Roman Comedy (3).*

MISS PRICE

* Absent on leave, 1941-1942.

52. *Latin Prose (3).*

The letters of Cicero and Pliny, the *Catiline* of Sallust, the *Agricola* of Tacitus.

MISS PRICE

[53. *Roman Satire and Other Poetry of the Empire (3).]*

MISS PRICE

[54. *Vergil Georgics and Eclogues, Aeneid, VII-XII (3).]*

MISS PRICE

56. *Advanced Latin Composition (1).*

MISS PRICE

58. *Roman Life and Thought (3).*

No reading knowledge of Latin required.

MISS PRICE

[86. *Teaching of Latin (3).]*

MR. DAVIS

GREEK

21-22. *Elementary Greek (6).*

MISS PRICE

51-52. *Homer's Iliad; Plato's Apology; New Testament (6).*

Prerequisite: Greek 21-22.

MISS PRICE

57. *Greek Life and Thought (3).*

No reading knowledge of Greek required.

MISS PRICE

Art

CLAYTON HENRY CHARLES, *Associate Professor*

ALICE LITTLE MCFADDEN, *Instructor*

Requirements for a major: 1-2, 21-22, 31, 32, 98 and advanced courses to total twenty-four hours, one of which must be a lecture course (71, 72 or 74). Courses 1-2 do not count toward the major.

Students planning to teach in the elementary grades are required to take Art 53-54 in addition to the courses listed above.

1-2. *Elementary Drawing and Composition (6).*

Two lectures and four studio hours a week.

A beginning course in drawing, composition and painting, with emphasis on the materials and methods of the visual arts. Lectures cover the various phases of art activity with adequate studio practice to give a real foundation for both appreciation and practice of art.

MR. CHARLES

21-22. Design (6).

Six studio hours a week.

An art structure course based upon applied art principles as they affect the practical arts, advertising, posters, industrial design, textiles, costume, illustration and the graphic arts.

MR. CHARLES

31, 32. History and Appreciation of Art (6).

A survey of the significant periods in the history of painting, sculpture, architecture and the applied arts, from ancient times to the present day.

MRS. McFADDEN

41. Crafts (3).

Six studio hours a week.

A course in the design and production of craft items including weaving, pottery, leather work and textiles. This course is designed to give more specialized treatment of this subject matter and more advanced production of crafts articles than is possible in the elementary courses.

MRS. McFADDEN

42. Costume Design and Fashion Illustration (3).

Six studio hours a week.

The principles of costume design based on a survey of historical costume and practical problems in creative design. Fashion illustration, as a natural companion to costume design, is taught with an attempt to achieve professional skills.

MRS. McFADDEN

47. Oil Painting (3).

Prerequisite: Art 1-2. Six hours a week.

Studio practice in oil painting using still life, landscape, and the draped life model as subjects. Although actual painting and painting instruction are the purpose of this course, work will be supplemented by occasional lectures and field trips to galleries.

MR. CHARLES

48. Watercolor Painting (3).

Prerequisite: Art 1-2. Six hours a week.

Studio and outdoor painting in watercolor, with emphasis placed upon a vigorous and original handling of that medium.

MR. CHARLES

53-54. Art Education and Industrial Arts (6).

Two lectures and four studio hours a week.

A study of the aims of art in the elementary school and its place in the integral program; practice drawing and industrial art problems together with the selection and preparation of illustrative material to meet the needs of children of different grade levels. (Planned to meet the state requirement in art for certification in the elementary schools.)

MRS. McFADDEN

55, 56. Interior Decoration (6).

Six hours a week.

A survey of period furniture, architectural backgrounds, materials and accessories; original adaptations to modern problems. A study of the house-plan; selection and arrangement of furnishings for interiors. Renderings of floor plans and wall elevations in various media.

MRS. MCFADDEN

61. Clay Modeling and Sculpture (3).

Six hours a week.

An introduction to three-dimensional design in clay, plaster and various carving media, with emphasis placed upon the creative use of the sculptor's materials.

MR. CHARLES

[62. Stage Design and Puppetry (3).]

Six hours a week.

A study of theater art in history, with emphasis upon creative problems in designing stage sets, properties and lighting. The semester's work will include the design and construction of puppet figures and a study of their function.

MRS. MCFADDEN

[71. Art of the Renaissance (3).]

The Renaissance movement in Italy and the Netherlands as seen in their architecture, painting and sculpture; its development and influence upon contemporary art forms.

MRS. MCFADDEN

[72. Modern Art (3).]

A study of significant movements in the fields of painting, sculpture and architecture in Europe and the United States from the French Revolution to the present day.

MR. CHARLES

74. Modern Architecture (3).

A survey of recent architectural developments, with creative studies in house design, plan and decoration.

MR. CHARLES

91, 91S. Studio Problems (3).

A course designed to permit advanced practice and research by art majors in their fields of special interest. Painting, sculpture, design, interior decoration or materials and methods of teaching art are suggested fields of study. These courses must be scheduled by special arrangement with the department head.

STAFF

98. Seminar (1).

A study and review group meeting with the staff to consider current problems, advanced techniques, teaching methods and other problems related to art.

Required of all majors in their senior year.

MR. CHARLES AND STAFF

Biology

GEORGE A. CHRISTENBERRY, *Associate Professor*

ELIZABETH BOOMHOUR, *Instructor*

MYRA ALLENE WILLIAMS, *Instructor*

Requirements for a major: 21, 51, and ten to sixteen semester hours elected from other courses in the department.

1-2. *General Biology (6).*

Biology 1 is required of majors in home economics. Elective for others.

Two lectures, one conference and two laboratory hours a week.

A course presenting the most important biological facts and principles, and so relating them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the role of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the role of micro-organisms, growth, reproduction, and heredity. The study of plants emphasized the first semester and that of animals the second semester.

Lectures: MR. CHRISTENBERRY

Laboratory: STAFF

21. *Botany (4).*

Prerequisite: Biology 1-2. Two lectures and six laboratory or field-trip hours a week.

A study of the morphological, physiological, and taxonomic aspects of the plant kingdom, supplementing the material of general biology with additional forms.

MISS BOOMHOUR

[22. *Plant Taxonomy (3).]*

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory or field-trip hours a week.

A study of the external morphology, identification, classification, and distribution of the seed plants in the vicinity.

MR. CHRISTENBERRY

24. *Bacteriology (3).*

Required of home economics majors. Elective for others. Prerequisite: Biology 1 and Chemistry 1-2 or their equivalents. One lecture and six laboratory hours a week.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

MISS BOOMHOUR

51. Comparative Vertebrate Anatomy (4).

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

A course dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

MR. CHRISTENBERRY

[53. Human Physiology (3).]

Prerequisite: Biology 1-2, Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Two lectures and three laboratory hours a week.

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals, and simple experiments.

MISS WILLIAMS

55. Genetics (3).

Prerequisite: Biology 1-2 or its equivalent. Three lecture hours a week.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in the discussions. MISS BOOMHOUR

56. Vertebrate Embryology (3).

Prerequisite: Biology 1-2. One lecture and six laboratory hours a week.

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Especial emphasis placed on the chick in laboratory, and outside readings to show comparative stages in other vertebrates.

MR. CHRISTENBERRY

[57. Cryptogamic Botany (3).]

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory or field-trip hours a week.

A survey of the Thallophyta, Bryophyta, and Pteridophyta with particular interest in the forms found in the vicinity. MR. CHRISTENBERRY

59. Invertebrate Zoology (4).

Prerequisite: Biology 1-2. Two lecture and six laboratory hours a week.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types. MISS WILLIAMS

86. The teaching of Science (3).

Open to juniors and seniors taking a major in biology or chemistry. One lecture and six laboratory hours a week. A study of the materials and the methods used in teaching the sciences in high school. MISS BOOMHOUR, MISS KRAMER

Business Administration*

This is a new department being introduced for 1942-1943.

Students whose field of concentration has Business Administration for its major subject will take the 25 hours listed below. For requirements in a related field such students will take Economics 21, 22, Geography 51, Economic History 64 and additional courses, upon the advice of the head of the department, to make a total of 42 hours for the field of concentration.

Students not majoring in Business Administration may receive credit for courses 61-62 and 66 only.

31-32. Typewriting (2).

Mastery of the keyboard; proper techniques of typewriting; remedial drills and speed-building; use and care of the typewriter.

51-52. Advanced Typewriting (2).

Emphasis on accuracy and speed in typewriting; a study of various forms including statistical tabulations, articles, business reports, types of letters.

53-54. Shorthand (6).

Fundamentals of the Gregg system; drills in reading from notes and exercises in transcription. Certain minimum standards must be attained by the student before credit can be allowed.

61-62. Accounting (6).

The fundamental principles of accounting, including sole proprietorship, partnership, and corporation bookkeeping and accounting; classification of accounts; problems in balance sheet and income statement.

Installment accounts, consignments, analysis and comparison of financial statements; preparation of income tax returns; actuarial problems.

66. Business Law (3).

The fundamental principles of business law; a study of legal rights and responsibilities involved in agency, contracts, negotiable instruments, monopolies, personal and real property.

68. Office Management (3).

This course is designed to acquaint the student with the details of office routine; study of the various systems of filing; experience in using modern office appliances; laboratory trips to local business firms.

73. Advanced Shorthand (3).

Review and continuation of course 53-54; emphasis on phrasing and building a shorthand vocabulary of brief forms and words of high frequency; dictation and transcription.

* Staff to be selected.

Chemistry

MARY ELIZABETH YARBROUGH, *Professor*
MARGARET KRAMER, *Instructor*

Requirements for a major: Chemistry 1-2 and eighteen semester hours from other courses in the department exclusive of 86.

1-2. General Chemistry (6).

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life.

STAFF

21-22. Organic Chemistry (6).

Prerequisite: Chemistry 1-2. Two class hours, one conference, and one three-hour laboratory period a week.

A systematic study of the aliphatic and the aromatic series. An introduction in the laboratory work to the fundamental methods of preparation and purification of typical organic compounds.

MISS YARBROUGH

51. Qualitative Analysis (3).

Prerequisite: Chemistry 1-2. One class hour, one conference, and two three-hour laboratory periods a week.

The theoretical and practical study of methods of separation and identification of the more common anions and cations.

MISS KRAMER

52. Quantitative Analysis (3).

Prerequisite: Chemistry 51. One class hour, one conference, and two three-hour laboratory periods a week.

Class work devoted to the discussion of the analytical methods used in the laboratory. Laboratory work to include representative procedures of both volumetric and gravimetric methods of analysis.

MISS KRAMER

53. Advanced Quantitative Analysis (3).

Prerequisite: Chemistry 52. One class hour, one conference, and two three-hour laboratory periods a week.

A continuation of 52, including work in volumetric, gravimetric and colorimetric methods of analysis.

MISS KRAMER

54. Chemistry of Food and Nutrition (3).

Prerequisite: Chemistry 21-22. Two class hours, one conference, and one three-hour laboratory period a week.

A study of the chemistry and functions of foodstuffs, the amounts of food required in nutrition, and the composition and nutritive value of food materials.

MISS YARBROUGH

86. *Teaching of Science (3).*

For description see Biology 86.

MISS KRAMER

Education

BUNYAN Y. TYNER, *Professor*

HARRY K. DORSETT, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

LILA BELL, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the state A-grade certificate. All teaching programs must be approved by the head of the education department.

MAJORS IN EDUCATION

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 45, at least one of the following courses in education is required for the major: Education 59, 91, 92, making a total of twenty-one to twenty-four semester hours. For those pursuing courses leading to teaching in high school, if education is made the major, in addition to the professional courses outlined on page 45, at least one of the education courses numbered 59, 91, 92, must be taken, making a total of from eighteen to twenty-four semester hours. In addition to these courses all majors in education, on either the elementary or high school level, must take such additional educational and subject-matter courses as may be necessary to meet the requirements for an A-grade certificate in North Carolina.

Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on an education major with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATE

Those who expect to secure State A-grade certificates to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.* All teaching programs should be approved by the head of the education department by the beginning of the junior year.

I. Subject-Matter Courses

A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24); French (18), German (18), Latin (24), physical education (15), social sciences (30), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, English-religion, Latin-French, history-religion, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (51).

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Principles of Secondary Education (Ed. 52).....	3 semester hours
Materials and Methods of Teaching (Ed. 85, 86).....	3 semester hours
Education electives.....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
Minimum Total Required.....	18 semester hours

Students are advised to take these courses in the order listed. One or more of the following should be included in the electives: 56, 59, 91, 92.

GRADE SCHOOL TEACHER'S CERTIFICATE

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
1Children's Literature (Education 55).....	3 semester hours
American History and Citizenship (21, 22).....	6 semester hours
Geography (51, 52).....	6 semester hours
Art Education and Industrial Arts (53-54).....	6 semester hours
Music 55-56	4 semester hours
2Health Education (85).....	3 semester hours
Physical Education (86).....	3 semester hours

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Child Psychology (Ed. 53).....	3 semester hours
3Educational Measurements (Ed. 56).....	3 semester hours
Principles of Elementary Education (Ed. 57).....	3 semester hours

¹The State Department of Education counts Children's Literature as English, and not as education, but does not count as part of the major.

²The State Department of Public Instruction recommends that Biology 1-2 be taken as a prerequisite.

³Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

Elementary Education—Primary or Grammar

Grades (Ed. 61, 62 or 63, 64).....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
For Major (Ed. 59, 91, 92).....	3 semester hours
Total	24 semester hours

To meet the State physical education requirement of 2 semester hours, course 85, 86 may be substituted for a year of physical education required of all candidates for a degree.

EDUCATION COURSES*51, 51S. Educational Psychology (3).*

An attempt to give the student a knowledge of psychological principles in their educational aspects. Especial attention to learning. MR. TYNER

52F, 52. Principles of Secondary Education (3).

Prerequisite or parallel: Ed. 51.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports. MR. DORSETT

53, 53S. Child and Adolescent Psychology (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence. MR. TYNER, MR. DORSETT

55. Children's Literature (3).

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech. MISS BELL

56. Educational Measurements (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences. MR. DORSETT

57. Principles of Elementary Education (3).

Required of students working toward elementary certificates. Prerequisite: Ed. 51. Not open to students taking Education 52.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community. MR. DORSETT

59. *History of Education* (3).

A survey of educational theories and practices from primitive times to the present, designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

MRS. WALLACE

61. *Elementary Education: Grades 1-3* (3).

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS BELL

62. *Elementary Education: Grades 1-3* (3).

Prerequisite: Ed. 51.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS BELL

63. *Elementary Education: Grades 4-7* (3).

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS BELL

64. *Elementary Education: Grades 4-7* (3).

Prerequisite: Ed. 51.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS BELL

91. *Administration and Supervision of Public Education* (3).

Open to juniors by permission. Prerequisite: Ed. 51, and 52 or 57.

A course dealing with the general principles of administration and supervision of public education. The North Carolina system studied and compared. The influence of the several factors of control noted and evaluated. The principal emphasis in the course placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coordination of the various activities of the school as a whole.

MR. TYNER

92. *Philosophy of Education* (3).

Prerequisite: Ed. 51, and 52 or 57.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders and movements. Current educational magazines are given special consideration in reading assignments.

MR. TYNER

DEPARTMENTAL COURSES

(Materials and Methods)

85, 86 (3).

Description of these courses will be found under the several departments. The courses listed below count as education, three semester hours of which are required for a high-school certificate to teach in one field; six semester hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high-school level:

- 86 E. The Teaching of English.
- 86 M. L. The Teaching of Modern Languages.
- 86 H. E. The Teaching of Home Economics.
- 85 L. The Teaching of Latin.
- 85 M. The Teaching of Mathematics.
- 86 Mus. The Teaching of Music in the High School.
- 86 Sc. The Teaching of Science.
- 81, 83-84, 88 P. E. The Teaching of Physical Education.
- 82 H.Ed. The Teaching of Health Education.

OBSERVATION AND DIRECTED TEACHING**95, 96 (3).**

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A-grade certificate. At least 60 clock hours should be planned, fully one-half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well-qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of

the school in which the observation and teaching are to be done. *At least two consecutive class periods daily should be reserved in the schedule of seniors planning to teach in either the first or second semester, and these periods must come at the same time each day.* Prerequisites to teaching on the high-school level are: Education 51, 52 and 85 or 86 in the subject in which teaching is to be done. On the elementary level: Education 51, 57, and 61-62, or 63-64. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, maintaining a grade of at least C, especially in her major subject, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised to plan their schedules so that they will not have to carry more than twelve hours of work, including teaching, during the semester in which supervised teaching is done. Fee, \$15.00.

STAFF

English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

LOUISE LANHAM, *Instructor*

*NORMA ROSE, *Instructor*

English 1-2 prerequisite for English 21-22; English 21-22 prerequisite for all other courses in English.

Requirements for a major: 21-22, 51-52, and twelve additional hours, six of which must be chosen from 53, 54, 55, 91, 92.

1-2. *English Composition (6).*

A study of the technique of composition; illustrative readings, chiefly of expository prose; weekly papers; a research paper; individual conferences.

STAFF

21-22. *History of English Literature (6).*

A general survey of English literature through the nineteenth century.

MISS JOHNSON, MISS LANHAM, MISS SPRUILL

31-32x. *Fundamentals of English Composition.*

Required of juniors and seniors who need additional practice in composition. No credit.

MISS SPRUILL

51-52. *Old and Middle English (6).*

First semester: A study of the language, with selected readings from Old English prose and poetry.

Second semester: A study of Chaucer, with selections from other Middle English writers. The relation of Old English to modern English clarified through a consideration of the language in this transitional period.

MISS JOHNSON

* Absent on leave, 1941-1942.

53, 54. Shakespeare (6).

Detailed study of four plays. Rapid reading of others.

MISS HARRIS

[55. Milton (3).]

A study of the poetry and of selections from the prose of Milton.

MISS HARRIS

56. Modern Fiction (3).

A study of the principal English and American novelists, with special emphasis upon those of the twentieth century.

MISS LANHAM

57. Creative Writing (3).

MISS HARRIS

58. Contemporary Literature (3).

A survey of recent literature, including several types and representative authors. A basic text will be used and additional readings will be assigned.

MISS LANHAM

61. English Romantic Poetry of the Nineteenth Century (3).

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.

MISS JOHNSON

62. Poetry of the Victorian Age (3).

A study of Tennyson, Browning, and Arnold, supplemented by selections from other poets of the age.

MISS JOHNSON

67. Early American Literature (3).

A survey of American literature from the Colonial Period through the eighteenth century. Historical, political, and religious backgrounds; early prose writers and poets; first stages of the drama; early American novelists.

MISS LANHAM

68. American Literature of the Nineteenth Century (3).

MISS HARRIS

86. The Teaching of English (3).

A study of texts and journals dealing with the history, the aims, and the methods of teaching grammar, composition, and literature in secondary schools; making of lesson plans and exercises based on material in high-school texts.

MISS SPRUILL

91, 92. The Principles of Literary Criticism (6).

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

History and Government

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

Requirements for a major: History 1-2 (prerequisite); eighteen to twenty-four semester hours including History 21, 22.

HISTORY

1-2. *Historical Backgrounds of Modern Civilization* (6).

Required of freshmen who have not had at least two years of history in high school. STAFF

21, 22. *American History* (6).

A survey course. MR. RILEY, MISS KEITH

51. *Ancient History* (3).

Prerequisite: History 1-2. MRS. WALLACE

52. *Medieval European History* (3).

Prerequisite: History 1-2. MRS. WALLACE

53. *Modern European History 1500-1830.* (3).

Prerequisite: History 1-2. MR. RILEY

[54. *The British Empire* (3).]

Prerequisite: History 1-2. MISS KEITH

61. *Modern European History 1830-1914* (3).

Prerequisite: History 1-2. MRS. WALLACE

62. *Europe Since 1914* (3).

Prerequisite: History 1-2. MRS. WALLACE

63. *Political and Social History of the American Colonies* (3).

Prerequisite: History 21, 22. MISS KEITH

64. *Southern History* (3).

MISS KEITH

65. *The United States in the Twentieth Century* (3).

Prerequisite: History 21, 22. MR. RILEY

66. Studies in the Social History of the United States (3).

Prerequisite: History 21, 22.

MR. RILEY

86. The Teaching of the Social Studies (3).

Open by permission of the instructor or the head of the department concerned to juniors and seniors taking a major in history or sociology. MRS. WALLACE

GOVERNMENT

21. National Government of the United States (3).

MISS KEITH

22. State and Local Government in the United States (3).

MISS KEITH

Home Economics

ELLEN DOZIER BREWER, Professor

JENNIE M. HANYEN, Associate Professor

Requirements for a major: Twenty-four semester hours of work in home economics, to include either Home Economics 51 and 52, or 53.

Home economics students are advised to take Chemistry 1-2 in the freshman year. This course and Biology 1 and 24 will satisfy the "course requirements" in science.

1-2. Textiles and Clothing (6).

Two lecture and four hours of laboratory.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality. MISS HANYEN

21-22. Foods and Cookery (6).

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. One lecture and five hours of laboratory.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition. Attention to menu making and food costs, and opportunity of serving well-balanced meals at a moderate cost. MISS BREWER

51. Nutrition (3).

Prerequisites: Home Economics 21-22 and Chemistry 21. Two lectures and two hours of laboratory.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions. MISS BREWER

52. Advanced Foods (3).

Prerequisite: Home Economics 21-22. One lecture and five hours of laboratory.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types. MISS BREWER

53. Textiles and Clothing (3).

Prerequisite: Home Economics 1-2. Two lectures and four hours of laboratory.

Advanced work in garment construction. Tailoring. Use of a foundation pattern in designing. Remodeling garments. Continuation of the study of textiles, including the source, characteristics, identification, and use of the fibers. MISS HANYEN

[*54. Textiles and Clothing (3.)*]

Prerequisites: Home Economics 1-2 and 53. One lecture and five hours of laboratory.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making accessories. MISS HANYEN

55. House Planning and Furnishing (3).

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and arrangements of interiors, with special emphasis on economic factors. MISS BREWER

56. Home Nursing and Child Development (3).

Principles of nursing as they may be applied in the home care of the sick. A study of the physical care and development of the child from infancy through the pre-school period, including pre-natal influence. MISS HANYEN

58. Home Management (3).

The application of scientific principles to the problems of the modern homemaker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family. MISS BREWER

59. Home Cookery (3).

Elective for juniors and seniors in all courses. One lecture and five hours of laboratory.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

60. Nutrition (3).

Prerequisite: Home Economics 51. Two lectures and two hours of laboratory.

A continuation of Home Economics 51 with emphasis on special dietary problems.

MISS BREWER

85. Methods of Teaching Home Economics (3).

A study of the methods of teaching home economics in high school. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

91. Economics of the Home (1).

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Economics 58.

MISS BREWER

93, 94. Economics of the Home—Residence (2).

To be taken in connection with Home Economics 91.

Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS HANYEN

Mathematics

ERNEST F. CANADAY, *Professor*

J. GREGORY BOOMHOUR, *Professor*

Requirements for a major: Eighteen to twenty-four semester hours which must include courses 51 and 52. Courses 1 and 2 do not count on the major.

1. College Algebra (3).

MR. CANADAY, MR. BOOMHOUR

2. Trigonometry (3).

MR. CANADAY, MR. BOOMHOUR

21-22. Analytic Geometry (6).

Prerequisite: Course 2.

MR. CANADAY

[24. *Solid Geometry (3).*]

MR. CANADAY

51, 52. *Differential and Integral Calculus (6).*

Prerequisite: Course 21-22.

MR. CANADAY

53. *Theory of Equations (3).*

Prerequisite: Course 21-22.

MR. CANADAY

54. *College Geometry (3).*

MR. CANADAY

[85. *Methods (3).*]

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and magazines. Given in alternate years.

MR. CANADAY

Modern Languages

ELLIOTT D. HEALY, *Professor*

S. ELIZABETH CLARKE, *Associate Professor*

ROBERT B. NANCE, *Instructor*

The completion of a foreign-language course numbered 51-52, or its equivalent, is required for the A.B. degree. Courses 1-2, 21-22, and 51-52, or their equivalent, are prerequisite for all advanced courses.

FRENCH

Requirements for a major: Eighteen semester hours above 21-22, which must include 51-52 and 57. A student planning to teach French in high school and taking only the minimum number of hours required by the state is advised to include French 57 and French 86 in her program. French 86 counts as Education.

1-2. *Elementary French (6).*

The equivalent of two years of high school French. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) introduction to French civilization.

STAFF

21-22. *Intermediate French (6).*

A continuation of French 1-2. A course in which the student learns to read intelligently unsimplified French and to comprehend short lectures in French, and is introduced to the literature of modern France, with increased emphasis upon French civilization.

STAFF

51-52. *Survey of French Literature* (6).

A study of the development of French literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Reading of the significant works in every *genre*, as well as background material.

STAFF

[53. *Seventeenth Century* (3).]

An intensive study of the great age of French classicism, its philosophy and its literature.

MR. HEALY

[54. *Eighteenth Century* (3).]

The period of the decline of Absolutism, the rise of the Bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France.

MR. HEALY

55. *French Romanticism* (3).

A study of the romantic movement in French literature, its decline, and the beginnings of Realism, with special emphasis on poetry and the drama.

MR. HEALY

56. *French Literature Since 1850* (3).

A study of the age of Realism and Naturalism, with attention to the background of the contemporary period in literature, literary criticism, and philosophy.

MR. HEALY

57. *Development and Structure of the French Language* (3).

A survey of the historical development of French from Latin, plus a thorough review of the grammar and syntax of modern French. Required of all majors.

MR. HEALY

86. *Materials and Methods of Teaching French* (3).

A study of Realia, texts and methods adapted to high school teaching. Observation in the Raleigh schools and preparation of projects. Recommended for all who expect to teach a modern foreign language.

MR. HEALY

[91. *Prose Fiction* (3).]

The novel and short story. Individual reading and research. Open to seniors, and to juniors by permission.

MISS CLARKE

[92. *Contemporary Literature* (3).]

French literature and thought since 1900. Open to seniors, and to juniors by permission.

MISS CLARKE

SPANISH

1-2. *Elementary Spanish (6).*

The equivalent of two years of high school Spanish. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) study of Pan-American relations and our neighbors to the south.

MR. HEALY, MISS CLARKE

21-22. *Intermediate Spanish (6).*

A continuation of Spanish 1-2. Further study of the Castilian language, with as much practical experience in its use as is possible through correspondence and personal contacts. Reading texts from Spanish and Spanish-American literature and periodicals.

MR. HEALY, MISS CLARKE

51. *Survey of Spanish Literature (3).*

Reading of the most important works in Spanish literature, with special emphasis on the Golden Age. Lectures on literary trends and other background material.

MISS CLARKE

52. *Survey of Spanish-American Literature (3).*

Latin-American literary history and culture as expressed in the literature of the New World. Selected readings from the productions of the various Spanish-American republics.

MISS CLARKE

GERMAN

1-2. *Elementary German (6).*

A course in beginning German, including a functional study of elementary grammar, pronunciation, graded readings, and an introduction to German civilization.

MR. NANCE

21-22. *Intermediate German (6).*

A continuation of German 1-2. A course in which the student learns to read intelligently unsimplified German and to comprehend short lectures in German, and is introduced to literary criticism based on the literary art and civilization of Germany.

MR. NANCE

51-52. *Survey of German Literature (6).*

A study of the development of German literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Significant works of every *genre* to be read, as well as background material.

MR. NANCE

Music

HARRY E. COOPER, *Professor*

MAY CRAWFORD, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

EDGAR H. ALDEN, *Assistant Professor*

CHARLES D. LAMOND, *Assistant Professor*

DOROTHY PHELPS, *Instructor*

HAZEL LASSITER, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance.

Students who wish to major in any branch of music must demonstrate to the satisfaction of the head of the department that their talent and previous training are such that they are qualified to carry on the work in a satisfactory manner.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Major in applied music (piano, organ, violin, or voice) for the degree of Bachelor of Arts:

Applied music major.....	24 hours
Electives in applied music	6 hours
Theory 1-2	6 hours
Theory 21-23	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours
Electives in theory.....	6 hours
Choir	2 hours

Major in Public School Music for the degree of Bachelor of Arts:

Theory 1-2	6 hours
Theory 21-22	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours

Methods 85, 86.....	6 hours
Wind Instruments 65	2 hours
String Instruments 66	2 hours
Conducting 97	2 hours
Choir	2 hours
¹ Piano and voice.....	

Majors in voice, violin, and organ must attain a reasonable proficiency in piano.

Majors in organ should elect: Counterpoint, four semester hours (junior year); and Canon and Fugue, two semester hours (senior year).

A senior recital is required of all majors in applied music.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

Students who hold the degree of Bachelor of Arts or Bachelor of Science will be granted the degree of Bachelor of Music on meeting the following requirements:

1. Present a total of 45 hours in applied music, at least 36 hours of which must be in one major field of applied music, and play a recital which, in the opinion of the faculty, is worthy of the degree.
2. Complete all theory courses in the following list which have not already been completed:

Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
Music history 23-24.....	6 hours
Form and Analysis 53-54.....	4 hours
Counterpoint 51-52.....	4 hours
Canon and Fugue 98.....	2 hours
Composition 91-92.....	4 hours
Development of Symphony 101.....	2 hours
Orchestration 94.....	2 hours
Conducting 97.....	2 hours

Students may elect additional courses in any department if time permits, but will not be required to carry more hours than necessary to meet these minimum requirements.

EQUIPMENT

Seven grand pianos, forty upright pianos, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

¹Piano and voice must be studied until, in the opinion of the faculty, a reasonable proficiency has been reached. The State Department of Education requires at least three hours of voice.

STUDENT RECITALS

Student recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, or violin will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

CONCERTS

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is hearing concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are active as recitalists, and the faculty concerts given throughout the college year include works from all schools of composition, and for organ, piano, violin, voice, and combinations of these instruments, and are a very important part of the life of the college.

SUPPLIES

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The store does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store, with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

THEORETICAL COURSES

1-2. *Theory (6).*

Required of freshmen majoring in music.

A course designed to give a thorough grounding in the melodic, harmonic, and rhythmic elements of music through sight-singing, dictation, key-board and written work. The use of the primary and secondary triads studied in four-part harmony.

MR. LAMOND

21-22. Theory (6).

Prerequisite: Theory 2.

Required of sophomores majoring in music.

A continuation of Theory 1-2 with similar procedure. An advanced course studying modulations, seventh chords, chromatic alterations, etc.

MR. LAMOND

23-24. The History of Music (6).

Prerequisites: English 1-2 and History 1-2. Required of students majoring in music.

First semester: A detailed study of the history of music from primitive times to the end of the seventeenth century.

Second semester: Continued study from the beginning of the eighteenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

MISS PHELPS

26. Appreciation of Music (3).

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

MR. ALDEN

51-52. Counterpoint (4).

Prerequisite: Theory 22. Required of juniors majoring in organ.

Strict counterpoint in all five species in two, three, and four parts.

MR. ALDEN

53-54. Form and Analysis (4).

Prerequisite: Theory 22. Required of juniors majoring in music.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata.

MR. COOPER

55-56. Public School Music for Grade Teachers (4).

A course in fundamentals of voice production and a study of sight singing and methods of Public School Music needed by the grade-school teacher who does not major in Public School Music.

MRS. LASSITER

57. The Teaching of Piano (3).

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students.

MISS CRAWFORD

61. The Teaching of Stringed Instruments (3).

A short resumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement.

MR. ALDEN

85. Materials and Methods of Teaching Music in the Grades (3).

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the various texts in use in the elementary grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music. Selection and presentation of rote song; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

MRS. LASISTER

86. Materials and Methods of Teaching Music in the High School (3).

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the texts in use in the junior and senior high school. The adolescent voice and its care; testing and classification of voices. The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

MRS. LASISTER

91-92. Composition (4).

Prerequisite: Counterpoint 52, and Form and Analysis 54.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. ALDEN

93. Interpretation (2).

A course designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the aesthetic principles involved in their development. Special attention to the study of musical ornamentation. An analysis of compositions studied by different members of the class.

MISS CRAWFORD

94. Orchestration (2).

Prerequisites: Harmony 22, Counterpoint 52.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MR. ALDEN

95a, 96a. Observation and Directed Teaching in Applied Music (3).

The work to be done in connection with Theory 57 or 61, under the direction of the professor giving such course. In some cases a limited amount of this credit allowed toward the requirement in directed teaching for the certificate.

95, 96. Observation and Directed Teaching (3).

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MRS. LASSITER

97. Conducting (2).

Required of students majoring in public school music.

Essentials in conducting, baton technique. Practical experience in conducting in the college choir.

MR. ALDEN

98. Canon and Fugue (2).

Prerequisite: Counterpoint 52. Required of seniors majoring in organ.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

MR. COOPER

101. The Development of the Symphony (2).

Prerequisite: Music History 24 or Music Appreciation 26.

The history of the symphony, with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. ALDEN

ENSEMBLE

65. Wind Instrument Class (2).

Required of majors in public school music.

A practical study of the technique of at least two wind instruments. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

66. Stringed Instruments (2).

Required of majors in public school music. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

67-68. Piano Ensemble (2).

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS CRAWFORD

69-70. Stringed Instrument Ensemble (2).

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight reading and rhythm as in Ensemble 67-68. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

Choir (1/2 each year).

A requirement for all students majoring in music. An opportunity for studying the best music and for frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the spring. At the discretion of the director, membership in the choir to be open to students not majoring in music who possess good voices.

Fee: \$1.00.

Orchestra (1).

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of applied music at the discretion of the teacher.

APPLIED MUSIC

All courses in applied music require three hours practice per week for each semester hour credit; for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of applied music in any one semester. The work in applied music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

PIANO

MISS CRAWFORD, MISS PHELPS, MR. LAMOND

1-2. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschhord Op. 66, Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg; and other pieces of similar difficulty.

21-22. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Doring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2 pieces by MacDowell; Chopin Preludes, Nocturnes, Waltzes; Chaminade, and other composers.

51-52. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

91-92. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

ORGAN

MR. COOPER

1-2. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

21-22. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilmant, Mendelssohn; simpler works of the modern schools; accompanying.

51-52. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas and Concertos*; sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

91-92. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

VIOLIN**MR. ALDEN****1-2. Freshman Violin.**

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

21-22. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Spéciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

51-52. Junior Violin.

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

91-92. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

VOICE

MISS ROWLAND

1-2. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccal, supplemented by technical exercises for freedom and the development of tone production; the simpler songs from classical and modern composers.

21-22. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian pronunciation; studies by Vaccal and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

51-52. Junior Voice.

More advanced technique; vocalizations by Concone, Lutgen, and others; French and German pronunciation; songs by composers of classical and representative American composers; easier solos from the oratorios.

91-92. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Philosophy and Psychology

HAROLD GRIER McCURDY, *Associate Professor*

Majors are required to take Psychology 21, 22, and one course in Philosophy, plus nine additional hours of work in the Department.

PHILOSOPHY

21. History of Ancient and Medieval Philosophy (3).

An introduction to the Western tradition in philosophy, from Thales to St. Thomas Aquinas. Mr. McCURDY

22. History of Modern Philosophy (3).

A continuation of the above, from the revolt against scholasticism to the present day. Mr. McCURDY

53. Plato (3).

An intensive study of the Dialogues.

Mr. McCURDY

PSYCHOLOGY

21. General Psychology (3).

An introductory survey of some general facts of human experience and behavior.

Mr. McCURDY

22. General Experimental Psychology (3).

A closer examination of general psychology, emphasizing the experimental approach. Two hours of laboratory weekly.

Mr. McCURDY

51. Abnormal Psychology (3).

A study of the symptoms and causes of mental breakdown, and related phenomena.

Mr. McCURDY

56. Social Psychology (3).

An analysis of social organization as exhibited in animal and human societies.

Mr. McCURDY

58. Personality (3).

A study of the human individual as a dynamic whole.

Mr. McCURDY

Physical and Health Education

CHRISTINE WHITE, *Associate Professor*

ELIZA DICKINSON, *Assistant*

The program of the department of physical and health education is planned (1) to assist the student in developing a positive attitude toward her own health in relation to daily living; (2) to provide activities which will contribute to her growth and development and physical efficiency through a varied program of sports, body mechanics and rhythms; (3) to teach fundamental skills in activities which will contribute to an intelligent use of leisure time; (4) to provide opportunities for the development of qualities of leadership and co-operation.

PHYSICAL EDUCATION

1-2. Freshman (2).

Two hours a week for the year.

Each student on entrance presents on blanks furnished by the College a record of her medical history. During the opening weeks examinations are given each student by the College physician and the department of physical education. In addition each new student fills out a questionnaire in which she lists her previous experiences, estimates her abilities and indicates her interests in the various activities offered.

The activity for the fall season is selected from the following: field hockey, beginning and intermediate tennis, volley ball, recreational sports—badminton, bowling, deck tennis, shuffleboard and table tennis. During the winter season participation in body mechanics and fundamental rhythms is required. In the spring archery, recreational sports, softball, volley ball and tennis are offered.

STAFF

5-6. Body Mechanics for the Individual (2).

Two hours a week for the year.

Substituted for 1-2, 21-22, 51-52 upon the recommendation of the College physician and the department of physical education. Individual exercise programs are planned, based upon the particular needs of the individual.

STAFF

21-22. Sophomore (2).

Two hours a week for the year.

In the fall a student may choose one of the following: archery, field hockey, golf, recreational sports, volley ball, or tennis. In the winter: basketball, English and American country dancing, folk dancing, recreational sports or rhythms. In the spring: archery, golf¹, recreational sports, softball, tennis.

STAFF

51-52. Junior (2).

Two hours a week for the year.

Choice of activities as listed under 21-22.

STAFF

81. Recreational Activities for the Secondary School (3).

Practice in skills and in the conduct of group and lead-up games, recreational sports (deck tennis, shuffleboard, table tennis, etc.), social mixers and folk dancing.

MISS WHITE

[83-84. The Teaching of Team and Individual Sports (6).]

Methods of teaching and lesson planning for the following: basketball, softball, soccer, speedball, archery, badminton and tennis. Practice will be given in officiating in team sports, and students will have the opportunity of assisting in the activities of the Athletic Association and the Department of Physical Education.

A playing knowledge of at least one individual and two team sports is advisable.

MISS WHITE

86. Principles and Methods in Physical Education for the Elementary School (3).

The field of physical education is presented in relation to the total elementary school program. Practice is given in a wide range of suitable activities in addition to the consideration of principles, methods and general program planning. May be substituted for 52 with permission of instructor.

MISS WHITE

¹ Special fee.

[88. *The Organization and Administration of Physical and Health Education in the Secondary School (3).]*

Planning the curriculum for rural and city schools; principles, standards, and safeguards for girls' activities; organization of intramural tournaments, field days and sports days; the conduct of recreational activities.

MISS WHITE

HEALTH EDUCATION

1-2. Freshman (2).

One hour a week for the year.

This course is devoted to a consideration of health problems as shown by the findings of the examinations of the College physician and the department of physical education, together with topics for discussion based on the problems and interests of the individual student. An attempt is made to provide a positive program of health instruction and guidance so that the student may better understand the body as a functioning organism and develop understandings and appreciations which will contribute to a well-balanced program of individual and community living.

STAFF.

82. The Teaching of Health and Safety in the Secondary School (3).

This course will include not only general principles and methods, but also the study of school health problems, communicable diseases, safety and First Aid. (Additional practice hours will be given for those who wish to complete work for Red Cross First Aid Certificate).

MISS WHITE

85. Principles and Methods in Health Education for the Elementary School (3).

A study of the aims, methods and materials of health teaching in the elementary schools.

Physics

J. GREGORY BOOMHOUR, Professor

1-2 General Physics (6).

Two hours lecture and three hours laboratory.

A study of the elementary and fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms required.

MR. BOOMHOUR

4. Physics (2).

Extension of Physics 1-2 for those who need eight semester hours of physics.

Application of physics to scientific studies, discussions of problems and methods employed in technical work, recent theories in physics. To be taken concurrently with Physics 2.

MR. BOOMHOUR

21. Household Physics (3).

Special attention given to the construction and operation of household appliances, including heating and ventilation systems, refrigeration, illumination. Experiments in measurements, mechanics, magnetism, electricity, sound and light included in the laboratory work.

MR. BOOMHOUR

Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

G. NORMAN PRICE, *Assistant Professor*

1-2 or 21, 22 prerequisite to all other courses in Religion.

Requirements for a major in Religion: Eighteen to twenty-four additional hours. Prospective teachers of religion shall include in their major 51, 52 and 59. Students who plan to become denominational workers in local churches or associations shall include in their major 41, 42 and 45.

1-2. Old and New Testament History (6).**21. Hebrew History and Prophecy (3).**

The course of Hebrew history traced from its national beginnings to the time of Jesus. Special attention given to the work of the prophets.

22. New Testament History (3).**41. Religious Education (3).**

A general introduction to religious education, particular attention being given to its principles and institutions.

MR. PRICE

42. Principles of Church Efficiency (3).

A brief survey of Baptist principles; methods of promoting efficiency of local churches; organization and methods of B.T.U., W.M.U., V.B.S.; religious surveys, enlistment, evangelism, and the social side of church life. Approved students with high scholastic standing allowed to do some field work in co-operation with State Board agencies.

MR. PRICE

[43. *Missions (3).*]

Open to sophomores and juniors.

The Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad.

MR. PRICE

45. Baptist History and Doctrines (3).

After a brief study of New Testament Christianity and a glimpse of changes that came later, the rise and progress of the Baptist denomination are traced. Special attention is given to developments in American Baptist Missions, and present Baptist beliefs.

MR. FREEMAN

51. The Bible as Literature (3).

The various types of Biblical literature studied and compared with corresponding extra-biblical material, with the aim of discovering the literary beauty and the spiritual values of the Bible.

MR. FREEMAN

52. History of the Bible (3).

In a general way, the history of the Bible as a book from its composition to the present. A study of the origin of the various writings, how they became a Bible; the transmission of the Bible in original languages; the great translations; and its influence on religion, morals, arts, literature, and social institutions.

MR. FREEMAN

57. History of Religion (3).

The most important religions of the past and present studied and compared to see their relations to one another and their distinctive features.

MR. FREEMAN

58. History of Christianity (3).

The course of Christian history traced, with emphasis on the development of doctrine, worship, religious institutions, and political and social influence.

MR. FREEMAN

[59. *Moral and Social Ideals of the Bible (3).*]

The moral and social teachings of the Bible studied with special reference to their bearing on present social conditions.

MR. FREEMAN

[60. *Religious Problems (3).*]

A consideration of several of the most important doctrinal and practical problems facing religion today.

MR. FREEMAN

Sociology, Economics, and Geography

ELLEN WINSTON, *Professor*

DAVID A. LOCKMILLER, *Visiting Lecturer*

SANFORD WINSTON, *Visiting Lecturer*

Requirements for a major in Sociology: Eighteen to twenty-four semester hours.

SOCIOLOGY

21. *Principles of Sociology (3).*

Prerequisite to all other sociology courses. A general introduction to the field of sociology.

MRS. WINSTON, MR. WINSTON

22. *Social Problems (3).*

A study of adjustment problems of individuals in contemporary society.

MRS. WINSTON, MR. WINSTON

51. *Race Problems (3).*

Analysis of race problems in the United States, with especial reference to the Negro.

MRS. WINSTON

52. *Crime (3).*

Crime and punishment. A study of the factors associated with criminal behavior and methods of dealing with it.

MRS. WINSTON

61. *Rural Sociology (3).*

The effects of rural life upon personality and culture. Rural social problems. Rural-urban interrelations.

MRS. WINSTON

62. *Population Problems (3).*

A study of the problems of quality and quantity of population, and social and economic aspects of current population trends.

MRS. WINSTON

64. Introduction to Social Work (3).

A pre-professional course to introduce the student to the field of social work.

Mrs. WINSTON

92. The Family (3).

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family. Mrs. WINSTON

97. Introduction to Social Research (3).

A survey of the general field of sociological research. Methods of developing studies and analyzing sociological data.

Mrs. WINSTON

ECONOMICS

21. Principles of Economics (3).

A general introduction to the field of economics.

Mr. RILEY

22. Economic Problems (3).

A survey of major economic problems, with especial reference to contemporary conditions.

Mr. RILEY

63. Economics of Consumption (3).

An analysis of consumption problems in relation to economic principles. Practices and policies affecting consumer wants. Effects of a war-time economy upon consumption.

Mrs. WINSTON

64. Economic History (3).

Mr. RILEY

GEOGRAPHY

51. Principles of Human Geography (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man. Mr. LOCKMILLER

52. Geography of North America (3).

Each of the natural divisions of the continent studied with regard to its physical features, resources, and economic activities.

Mr. LOCKMILLER

Speech Arts

FRANCES M. BAILEY, *Instructor*

1, 2. Fundamentals of Speech (6).

A study of the elements of speech and principles of effective speaking. Designed as a general preparation in speech. A foundation course which will serve the needs of the student who is interested in general improvement as well as in speech training.

21. History of the Theatre (3).

A survey course, tracing the development of the theatre from its beginnings to the present day.

22. Interpretive Reading (3).

Study and practice in the analysis and presentation of various types of literature with special emphasis upon contemporary prose and poetry.

32. Diction (2).

Study of English speech sounds, habits, and standards; training in the discrimination and production of correct speech sounds.

51-52. Play Production (6).

Designed for those who are to direct amateur theatricals in their schools and communities. A consideration of the technical procedure in the mounting of a play. Practice work in directing afforded through the presentation of short plays for class-room study.

[*54. Acting (3).]*

Theory and practice of acting; practical work in workshop productions; problems in acting and its relationship to teaching methods. Prerequisite or parallel: 51-52. Alternates with Speech 56.

56. Costume and Make-Up (3).

A study of the development of costume. Practical work in making up for the stage. Alternates with Speech 54.

57. Argumentation (3).

Study and practice in the principles of debate and argumentation.

58. Group Discussion and Parliamentary Procedure (3).

A study of the various forms of group discussion with practical applications to questions of current interest. Rules of parliamentary procedure utilized and practical applications made.

DEGREES CONFERRED IN 1941

Allen, Lucy Bunting, A.B.....	Saint Pauls
Allen, Sadie Elizabeth, A.B.....	Cherryville
Bailey, Myrtle Edna, A.B.....	Chadbourn
Baldwin, Betty Lee, A.B.....	Greensboro
Barker, Elfreda Mae, B.S.....	Blackridge, Va.
Barker, Emma Olive, A.B.....	Varina
Barnes, Rosanna, A.B.....	Goldsboro
Beddingfield, Mary Eugene, A.B.....	Cary
Bird, Mary Louise, A.B.....	Raleigh
Bolton, Bessie Mozelle, A.B.....	Fayetteville
Bradsher, Nancy Elizabeth, A.B.....	Roxboro
Brinkley, Bernice White, A.B.....	Colerain
Britt, Mary Elizabeth, A.B.....	Enfield
Brown, Mary Frances, A.B.....	Elizabeth City
Brown, Miriam Evelyn, A.B.....	Cary
Bulloch, Marjorie Elizabeth, A.B.....	Cerro Gordo
Bulluck, Mary Bell, A.B.....	Wilmington
Bunn, Margaret Elizabeth, A.B.....	Zebulon
Butler, Eva Blanche, A.B.....	Whiteville
Butler, Lucy Lee, A.B.....	Raleigh
Byrd, Helen Virginia, A.B.....	Bunnlevel
Carlton, Alma Jane, A.B.....	Bowling Green, Va.
Carter, Elizabeth, A.B.....	Mars Hill
Combs, Florence Louise, A.B.....	Raleigh
Douglass, Josephine Tysor, A.B.....	Raleigh
Downs, Sarah Catherine, A.B.....	Salemburg
Eichmann, Beatrice Mary, A.B.....	New Haven, Conn.
Ellis, Reva Jean, A.B.....	Marion
Evans, Eleanor Virginia, A.B.....	Wingate
Falls, Laura Alice, A.B.....	Fallston
Farless, Floreine Edwin, A.B.....	Colerain
Fishel, Margaret Emma, A.B.....	Vaughan
Fleischmann, Elizabeth Carey, A.B.....	Greenville
Foster, Mary Elizabeth, A.B.....	Elkin
Fowler, Margaret, A.B.....	Zebulon
Freeman, Agnes, A.B.....	Winston-Salem
Gilmore, Virginia, A.B.....	Oxford
Goodman, Martha Jane, A.B.....	China Grove
Graham, Agnes, A.B.....	Greensboro

Grayson, Mary Frances, A.B.....	High Point
Greene, Lillian Ruth, A.B.....	Zebulon
Grimmer, Mae, A.B.....	Cape Charles, Va.
Gurley, Mary Scott, A.B.....	Sanford
Hall, Huldah Jones, A.B.....	Woodsdale
Hamilton, Hilda Holt, A.B.....	Randleman
Hamrick, Olive, A.B., B.M.....	Raleigh
Hayworth, Sara Eunice, A.B.....	Asheboro
Henderson, Estelle Ozenia, A.B.....	Hickory
Hobbs, Janet Louisa, A.B.....	Cherryville
Holliday, Mary Susan, A.B.....	Raleigh
Hostetler, Elizabeth Lee, A.B.....	Raleigh
Howell, Ida Willa, A.B.....	Lumberton
Huffman, Anne Lancaster, B.S.....	Morganton
Johnston, Hazel Alexander, B.S.....	Clarkton
Jones, Ellouise, A.B.....	Lenoir City, Tenn.
Kenan, Loleta Mae, A.B.....	Wallace
Lawrence, Edith Christine, A.B.....	Colerain
Lawrence, Frances Virginia, A.B.....	Elkin
Leonard, Yolanda, A.B.....	Lexington
Lewis, Rachel Anne, A.B.....	Middlesex
MacMillan, Betty Brown, A.B.....	Thomasville
McLellan, Eula Lee, A.B.....	Dunn
Maness, Rachel Lee, A.B.....	Troy
Mayton, Rubye Harrison, A.B.....	Cary
Meigs, Esther Bernice, B.S.....	Pageland, S. C.
Modlin, Marion Grey, A.B.....	Raleigh
Murray, Helen Gladys, A.B.....	Mars Hill
Newbern, Allegra, A.B.....	White Oak
Oliver, Marian Aylett, A.B.....	Raleigh
Overby, Mary Lois, A.B.....	Angier
Overton, Annie Laurie, B.S.....	Sanford
Parker, Annie Laurie, A.B.....	Berryville, Va.
Parker, Janie Stevenson, A.B.....	Woodland
Parkin, Olive Carawan, A.B.....	Raleigh
Peatross, Sarah Potter, A.B.....	Raleigh
Pender, Dorothy Adair, B.S.....	Tarboro
Penny, Daphne, A.B.....	Raleigh
Perry, Dorothy Anne, A.B.....	Raleigh
Phillips, Sarah Merriam, A.B.....	Scotland Neck
Pippin, Mary Grey, A.B.....	Zebulon
Pittman, Josephine Wiley, A.B.....	Raleigh

Pizer, Frances Estelle, A.B.	Raleigh
Poe, Rachel Thornton, A.B.	Oxford
Powers, Helen Crawford, A.B.	Goldsboro
Prevost, Juanita Jacqueline, A.B.	Raleigh
Price, Marietta, A.B.	Ellenboro
Pruette, Betsy Shaw, A.B.	Wadesboro
Scott, Catherine, A.B.	Kinston
Shermer, Elizabeth Hope, A.B.	Winston-Salem
Smoak, Claudia Leette, A. B.	Aberdeen
Snow, Frances Jane, A.B.	Siloam
Spruill, Hannah Ruth, A.B.	Windsor
Stainback, Juanita, A.B.	Henderson
Sullivan, Lila Ruth, A.B.	Hickory
Swaim, Helen Elizabeth, A.B.	Winston-Salem
Tatum, Portia Dorcas, A.B.	Fayetteville
Taylor, Emma Ann, B.S.	Dunn
Terrell, Sara Frances, A.B.	Raleigh
Thaxton, Esther, A.B.	Roxboro
Thomas, Margaret Anne, B.S.	Quincy, Fla.
Thomas, Thedie, A.B.	Raleigh
Tillery, Mary Paul, A.B.	Scotland Neck
Turner, Helen Elizabeth, A.B.	Newton
Vaughan, Rebecca Simmons, A.B.	Washington
Wall, Ada Ramsey, A.B.	Shelby
Watkins, Lillian Baxter, A.B.	Norlina
White, Evelyn Dorothy, A.B.	Colerain
White, Mary Frances, A.B.	Statesville
Whitehead, Helen Holt, A.B.	Scotland Neck
Whitted, Martha Ida, A.B.	Varina
Williamson, Alice, A.B.	Cerro Gordo
Wood, Victoria Bertha, A.B.	New Brighton, Staten Island, N. Y.
Wrenn, Virginia Mae, A.B.	Siler City
Wyatt, Clara Lucile, A.B.	Winston-Salem

REGISTER OF STUDENTS

Seniors

Anderson, Betty Lou.....	Fair Bluff
Askew, Mildred Bernice.....	Raleigh
Barrow, Lucy Anne.....	Jackson
Baucom, Cleo Ola	Monroe
Beale, Dorothy Glenn.....	Norfolk, Va.
Beddingfield, Rebecca Ann.....	Cary
Betts, Helen Jackson	Raleigh
Bivens, Lillian Louise.....	Wingate
Bordeaux, Doris Jane.....	Wallace
Brooks, Ruby Hayes.....	Raleigh
Brown, Ethel Louise.....	Greensboro
Buchanan, Frances Louise	Laurinburg
Bunn, Margaret Kemp	Middlesex
Burnett, Cora Lee.....	Wilmington
Byrd, Nettie Lewis	Durham
Caison, Annie Ruth	Roseboro
Callaway, Nancy Lee.....	Concord
Canaday, Mary Ann.....	Raleigh
Carroll, Nancy Patricia.....	Charlotte
Chapman, Kathryn Ellen.....	Richmond, Va.
Chesson, Lillie Marie.....	Rocky Mount
Chiffelle, Catherine.....	Slatersville, R. I.
Clingan, Marian Leota.....	Covington, Va.
Coleman, Mary Elizabeth.....	Boykins, Va.
Cooper, Mary Frances.....	Raleigh
Craig, Ruby Tilson.....	Raleigh
Crissman, Ruth.....	Macon
Daniel, Rowena Fleming.....	Henderson
Davis, Addie Elizabeth.....	Covington, Va.
Denning, Annie Lou.....	Dunn
Dickie, Louise Macon.....	Henderson
Dowell, Martha Florence.....	Raleigh
Duncan, Mary Lily.....	Raleigh
Fanney, Gretchen Eloise.....	Scotland Neck
Flythe, Ellen Ann.....	Jackson
Foster, Frances DeWitt.....	Raleigh
Franke, Virginia Mae.....	Raleigh
Fulton, Rachel May.....	Winston-Salem
Futrell, Mildred Loder.....	Murfreesboro

Garner, Ila Elizabeth.....	Winston-Salem
Garriss, Eloise Huff.....	Pikeville
Gatlin, Mary Helen.....	Raeford
Geer, Lunelle.....	Morehead City
Gibbs, Eleanor.....	Seven Springs
Gilliland, Virginia.....	Macon
Greene, Dora Virginia.....	Shelby
Grice, Eva Mae.....	Durham
Hardison, Anna Gertrude.....	Greenville
Harrell, Bertha Marie.....	Stantonsburg
Harrell, Eleanor Gertrude.....	Burgaw
Herring, Cornelia Elizabeth.....	Zebulon
Hill, Hettie Claire.....	Youngsville
Hine, Margaret Eloise.....	Winston-Salem
Holloway, Mary Elizabeth.....	Durham
Hooke, Annis Hines.....	Raleigh
House, Dorothy Irene.....	High Point
Howard, Edna Mack.....	Roseboro
Jackson, Mary Susan.....	Raleigh
Jeffreys, Vivien Lee.....	Hamlet
Johnston, Nancy Lois.....	Winston-Salem
Jones, Peggy Royster.....	Raleigh
Justice, Alice Flack.....	Rutherfordton
Justice, Sara Margaret.....	Charlotte
Kerr, Eliza Katherine.....	Yanceyville
Kivett, Madeline.....	Statesville
Lancaster, Virginia Mae.....	Sharpsburg
Lane, Dorothy Glenn.....	Raleigh
Lanier, Mary Margaret.....	Buie's Creek
Lassiter, Josie Elizabeth.....	Potecasi
Lawrence, Margaret Edwin.....	Elkin
McGougan, Virginia Dare.....	Tabor City
McIntyre, Elizabeth Joyce.....	Charlotte
McLamb, Eula Pearl.....	Clinton
Martin, Margaret.....	Mount Olive
Motley, Myra Sherman.....	Fuquay Springs
Motsinger, Ruth.....	Winston-Salem
Nuckols, Nancy Rebecca.....	Louisville, Ky.
Olive, Martha Livingstone	Wade

Page, Alice Annette.....	Morrisville
Page, Nauwita Barbara.....	Morrisville
Parker, Elizabeth Frances.....	Raleigh
Parker, Gwendolyn Copeland.....	Woodland
Pearce, La Rue.....	Zebulon
Perry, Celeste McEachern.....	Raleigh
Peterson, Myrtie.....	Clinton
Porter, Cathryn Ann.....	Rockingham
Porter, Sarah Hendry.....	Raleigh
Powell, Mary Hester.....	Warsaw
Powell, Miriam Geraldine.....	Raleigh
Procter, Marie Jenois.....	Lincolnton
Pruitt, Adelyn Amelia.....	Hickory
Pruitt, Elizabeth Gunter.....	Hickory
Rhea, Marjorie Helen.....	Kings Mountain
Rodwell, Sue Walker.....	Charlotte
Rogers, Aileen Elizabeth.....	Wake Forest
Roland, Dorothy Belle.....	Wilmington
Rowland, Ethel M.....	Raleigh
Sawyer, Janie Bryan.....	Sanford
Snipes, Mary.....	Woodland
Stafford, Edith Virginia.....	Hamlet
Stevens, Ethelene.....	Raleigh
Stroup, Nancy Frances.....	Denton
Swann, Mary Rachel.....	Statesville
Thomas, Mildred Frances.....	Durham
Tucker, Elizabeth Carlton.....	Winston-Salem
Truslow, Margaret Cutliff.....	Raleigh
Ward, Mildred Marie.....	Williamston
White, Ormond.....	Raleigh
Williford, Mary Cooke.....	Aulander
Wyatt, Annie Catherine.....	Raleigh
Wyche, Letha Jane.....	Hallsboro
Yelverton, Nina Estelle.....	Fountain

Juniors

Adams, Ruth.....	Mayodan
Ailstock, Virginia Marjorie.....	Covington, Va.
Allen, Madge Leona.....	Forest City
Auman, Rosalie Yow.....	Seagrove
Bagnal, Suzanne.....	Winston-Salem
Bailey, Virginia Carolyn.....	Chadbourn
Barefoot, Catherine.....	Wade

Barger, Willie Morrison.....	Mooresville
Baucom, Joyce.....	Apex
Baugh, Mattie Irene.....	Durham
Best, Helen Marsh.....	Warsaw
Blanchard, Marion.....	Hobbsville
Bolick, Fannie Hales.....	Chapel Hill
Boone, Dorothy Belle.....	Savannah, Ga.
Boone, Louise Vann.....	Winton
Bowden, Martha Elizabeth.....	Saint Pauls
Bowers, Evelyn Eloise.....	Sanford
Braxton, Kathleen Kite.....	Raleigh
Brownlee, Elizabeth Haywood.....	Worcester, Mass.
Bryant, Mary Agnes.....	Lasker
Bullard, Mary.....	Raleigh
Bunker, Adelaide Angell.....	Mount Airy
Bunn, Mary Elizabeth.....	Morehead City
Byrum, Virginia Campbell.....	Edenton
Carver, Hazel Elizabeth.....	Roxboro
Chappell, Margaret Lorraine.....	Mount Airy
Charles, Frances Adelaide.....	Winston-Salem
Clarke, Kathleen Emerson.....	Severn
Claussen, Catherine Christine.....	Charleston, S. C.
Cline, Dartha Dorris.....	Shelby
Coleman, Elizabeth Hicks.....	Rocky Mount
Couch, Geraldine.....	Elkin
Cox, Mary Frances.....	Kinston
Crocker, Frances Louise.....	Cary
Crutchfield, Jennie Freeman	Woodsdale
Culler, Iris Pauline.....	High Point
Davis, Nancy Victoria.....	Winston-Salem
Dawson, Joyce Amanda.....	Clinton
Diaz, Jessie Rodriguez.....	Santurce, Puerto Rico
Dillon, Evelyn Hall.....	Goldsboro
Dixon, Anna Ruth.....	Siler City
Duke, Rowena Carolyn.....	Henderson
Edwards, Marylisbeth.....	Kinston
Garvey, Mary Frances.....	Winston-Salem
Gilbert, Annie Lide.....	Bolivia
Green, Margaret Elizabeth.....	Lexington
Gulley, Sheila Moffat.....	Alexandria, Va.
Hampton, Laura Evelyn.....	Winston-Salem
Haynes, Rose Marie.....	Clyde
Haywood, Nancy Lucille.....	Mount Gilead

Henderson, Mary Elizabeth.....	Hickory
Hewett, Flora Belle.....	Washington
Hicks, Willie Lee.....	Raleigh
Hoffman, Vera Grace.....	Scranton, Pa.
Holland, Grace.....	Salemburg
Hopkins, Theda Roxie.....	Creswell
Huffman, Evelyn Blanche.....	Raleigh
Huggins, Minnie Morris.....	Raleigh
Jackson, Sarah Greenwood.....	Mount Airy
Joyner, Willa Lee.....	Elm City
Kerr, Mary Frances.....	Yanceyville
Kirtland, Grace Ann.....	Raleigh
Knight, Ione Kemp.....	Madison
Lee, Virginia Louise.....	Raleigh
Lovelace, Rachel Margaret.....	Canton
McClure, Bettye Lou.....	Shelby
McDaniel, Jeannette.....	Jackson
McPheeters, Marjorie Ann.....	Mars Hill
Meads, Emma Lee.....	Weeksville
Mills, Margaret Farrar.....	Apex
Minshew, Ann Lilbourn.....	Boykins, Va.
Moore, Alma Louise.....	Saint Pauls
Moore, Mary Winn.....	Kinston
Mull, Sara Hoyle.....	Shelby
Olive, Florence Beverly.....	Wade
Ott, Mary Louise.....	Raleigh
Pair, Elsie Lee.....	Knightdale
Penland, Vinita Jane	Burnsville
Perry, Olma Elizabeth.....	Durham
Phillips, Nina Louise.....	Toecane
Reid, Pauline.....	Franklin
Riggs, Dorothy Frances.....	Raleigh
Riggs, Elizabeth Brinkley.....	Durham
Roberson, Margaret	Mount Airy
Royal, Helen Leonidas.....	Salemburg
Savage, Betsy.....	Wake Forest
Sawyer, Mary Louise.....	Elizabeth City
Scarborough, Helen Virginia.....	Bishopville, S. C.

Smith, Hazelene.....	Wagram
Smith, Maxine.....	Paintsville, Ky.
Sowers, Maxine Gracie.....	Lexington
Starkweather, Lynn I.....	Washington, D. C.
Stewart, Hazel Louise.....	Lillington
Sutton, Marjorie Frances.....	Goldsboro
Sutton, Nancy Kathryn.....	Monroe
Thomas, Betty Hunt.....	Statesville
Thompson, Kathleen Ball.....	Raleigh
Thompson, Lois Huff.....	Raleigh
Thorne, Beryl Margaret.....	Lake View, S. C.
Tillery, Ila.....	Hot Springs
Tingley, Lytton Ruth.....	Thomasville
Tulbert, Vivian.....	Millers Creek
Turner, Winnie Davis.....	Hamlet
Ward, Marguerite Ernestine.....	Hertford
Watson, Gloria	Greensboro
White, Ellie Mae.....	Hertford
Winstead, Dorothy Mae.....	Elm City
Yates, Ruby Lee.....	Chadbourn

Sophomores

Alexander, Grace Belle.....	Goldsboro
Allen, Carolyn.....	Cherryville
Allen, Martha Ann.....	Garner
Anderson, Gloria Mae.....	Asheboro
Ayers, Virginia.....	Toccoa, Ga.
Baker, June le Tell.....	Delmar, Del.
Baucom, Barbara Lee.....	Apex
Bissette, Dwanda Lee.....	Goldsboro
Blakely, Elizabeth Anne.....	Raleigh
Blythe, Wynelle.....	Raleigh
Bradsher, Marion.....	Roxboro
Branch, Avis Kathaline.....	Emporia, Va.
Brewer, Georgia Sears.....	Pittsboro
Brooks, Betty Carlyle.....	Raleigh
Brown, Laura Adaline.....	Winston-Salem
Brown, Laura Meldonna.....	Chesterfield, S. C.
Brunt, Margaret Cornell.....	Winston-Salem
Bryan, Julia Margrette.....	Garner
Bullard, Madelene.....	Laurinburg
Bullock, Dae Steele.....	Fairmont
Burchette, Dorothy.....	Winston-Salem

Butler, Shirley.....	Maplewood, N. J.
Byrd, Marian Louise.....	Durham
Calleiro, Anabel Lia.....	Sagua la Grande, Cuba
Chandler, Fay.....	Winston-Salem
Chiffelle, Genevieve.....	Slatersville, R. I.
Clayton, Annie Laurie.....	Kannapolis
Culbreth, Nelda Rae.....	Whiteville
Falls, Hazel Marian.....	Kings Mountain
Farmer, Fannie Memory.....	Raleigh
Finney, Audria Kerman.....	Jonesville
Futrelle, Addie Lena.....	Pine Level
Gaskin, Erleen Grace.....	Albemarle
Green, Charlotte.....	Ogbomosho, Nigeria, West Africa
Grimes, Lois Evelyn.....	Asheboro
Hamrick, Doris Louise.....	Winston-Salem
Hill, Mary Lassiter.....	Albemarle
Holder, Oneta.....	Lillington
Hollis, Margaret Elizabeth.....	Laurinburg
Johnson, Grace.....	Wallace
Johnson, Irene Elizabeth.....	Smithfield
Johnson, Mary Elizabeth.....	Fair Bluff
Jordon, Sophronia Lee.....	Smithfield
Karlin, Natalie Rhoda.....	Brooklyn, N. Y.
Kirby, Mary Elizabeth.....	Raleigh
Knott, Helen Ruth.....	Wendell
Knowles, Elizabeth Dixon.....	Rocky Mount
Kramer, Ann Ray.....	Elizabeth City
Lassiter, Elmorene.....	Four Oaks
Lassiter, Margaret Leigh.....	Raleigh
Latta, Madeline Hall.....	Hillsboro
Leary, Doris Jean.....	Edenton
Lindsey, Martha Lawrence.....	Norfolk, Va.
McGee, Ernestine Upchurch.....	Raleigh
McGregor, Miriam.....	Hamlet
McNeely, Mary Sue.....	Arlington, Va.
McNeil, Elizabeth.....	Elkin
Marks, Emily Dale.....	Whitakers
Marley, Rebecca.....	Cary
Matthews, Annie Mary.....	Laurinburg
Maynard, Virginia Elizabeth.....	Emporia, Va.

Melvin, Mollie Olivia.....	Kerr
Melvin, Virginia Greenwood.....	Raleigh
Miller, Elizabeth Jane.....	Irvington, N. J.
Mills, Elizabeth Gertrude.....	Leland
Money, Beverly Anne.....	Greensboro
Moore, Frances McKenzie.....	Kinston
Moore, Sara Hope.....	Marshville
Odom, Jane Carolyn.....	Maysville, Ky.
Pettigrew, Ida Mae.....	Winter Haven, Fla.
Phinney, Mary Elizabeth.....	Raleigh
Powell, Catherine Maynard.....	Wallace
Prevatte, Betty Rose.....	Lumberton
Purvis, Rosetta Florence.....	Westfield, N. J.
Putman, Frances Rebekah.....	Shelby
Rankin, Valleria Page.....	Richmond, Va.
Ross, Constance Jean.....	Brooklyn, N. Y.
Sannella, Rosalind.....	Littleton, N. H.
Savage, Hannah.....	Ahoskie
Senter, Mary Ellen.....	Raleigh
Shumaker, Frances Mozelle.....	Raleigh
Sinclair, Olene.....	Clinton
Stanley, Dorcas.....	Smithfield
Stewart, Elsie Reaves.....	Lillington
Taylor, Etta Powell.....	Whitakers
Thorne, Betty Ruth.....	Lake View, S. C.
Todd, Hazel.....	Loris, S. C.
Travis, Dorothy Fowler.....	Raleigh
Tucker, Anne Dean.....	Greensboro
Turner, Dorothy Ethel.....	Erwin
Valentine, Marjorie Jeanette.....	Raleigh
Vereen, Eleanor.....	Raleigh
Webb, Margaret Jessie.....	Greensboro
Wells, Sara Josephine.....	Canton
Westby, Virginia Habberstad.....	Raleigh
White, Ann Carolyn.....	Wilmington
White, Annie Merle.....	Bladenboro
Whitehurst, Lydia Elizabeth.....	Elizabeth City
Wilkerson, Mary Elizabeth.....	Willow Springs
Woodward, Nathalie Salley.....	Anderson, S. C.
Wyatt, Mary Frances.....	Winston-Salem
Wyman, Ruth Elizabeth.....	Raleigh

Freshmen

Aiken, Marian Joyce.....	Washington, D. C.
Allen, Evalyn Elizabeth.....	Wadesboro
Angel, Mary Evelyn.....	Franklin
Baker, Mary Rachel.....	Pageland, S. C.
Barden, Annie Catherine.....	Rose Hill
Bason, Marjorie Ann.....	Graham
Bass, Carolyn Annette.....	Rocky Mount
Beckwith, Annie Helen.....	Fayetteville
Berger, Jean Marie.....	Brooklyn, N. Y.
Britt, Veronica.....	Clarkton
Brown, Peggy Ann.....	Plymouth
Brunt, Nancy Sherman.....	Winston-Salem
Bryson, Ethyleen Evans.....	Raleigh
Caison, Alice Highsmith.....	Roseboro
Carpenter, Katie Stella.....	Morrisville
Carter, Amy June.....	Winston-Salem
Cash, Janie Mary.....	Oxford
Cavender, Laura Anne.....	Charleston, W. Va.
Collins, Dorothy Armfield.....	Richmond, Va.
Corbett, Mary Elizabeth.....	Fayetteville
Creech, Ruth Carolyn.....	Clayton
Crump, Mary Susan.....	Wagram
Currin, Mary Washington.....	North Side
Cuthrell, Betty Bland.....	Lexington
Dawkins, Geraldine.....	Raleigh
Dickinson, Jean Campbell.....	Leaksville
Dickinson, Shirley Stone.....	Leaksville
Dillon, Isabelle.....	Lexington
Dowell, Elizabeth Lynwood.....	Raleigh
Early, Harriett Simmons.....	Aulander
Edinger, Lois Virginia.....	Thomasville
Farlow, Edna Earl.....	Raleigh
Fearing, Mollie Anderson.....	Manteo
Fearrington, Mina Marie.....	Apex
Ferguson, Nelda Mae.....	Durham
Fitzgerald, Durema Gresham.....	Raleigh
Flack, Helen Jane.....	Rutherfordton
Fleischmann, Jeanne Marie.....	Greenville
Foster, Emma Charles.....	Elkin
Foushee, Jane Doris.....	Burlington
Futrelle, Fanny Belle.....	Emporia, Va.

Gardner, Norva Leverne.....	Fayetteville
Geiger, Julia Dixon.....	Raleigh
Gibbs, Hilda.....	Seven Springs
Gilkeson, Doniphan.....	Fishersville, Va.
Glover, Cleo Cornelie.....	Zebulon
Griggs, Cornelia Brooks.....	Wadesboro
Hamilton, Leta Gold	Randleman
Handley, Cornelia.....	Azalea
Hines, Margaret Louise.....	Roanoke Rapids
Hinton, Genevieve.....	Apex
Hoggard, Eileen.....	Aulander
Holcomb, Glenna Mae.....	Charleston, W. Va.
Holder, Dorothy Lee.....	Apex
Jeffreys, Martha Tharrington.....	Hamlet
Johnson, Winnie Elizabeth.....	Bolivia
Jones, Geraldine.....	Clayton
Jones, Mary Caroline.....	Winston-Salem
Jordan, Esther Carol.....	New Bern
Jordan, Helen Margaret.....	Raleigh
Joyce, Martha Elwell.....	Stoneville
Kenyon, Carolyn Gray.....	Raleigh
King, Mollie Ruth.....	Wilmington
Kinlaw, Maitland.....	Lumberton
Lambert, Mary Dell.....	Carthage
Lassiter, Helen Rebecca.....	Potecasi
Lide, Nina Stephens.....	Millbrook
Liles, Hortense.....	Goldsboro
Loftin, Eleanor.....	Kinston
Long, Margaret Josephine.....	Shelby
Lutz, Betty Ann.....	Shelby
McDaniel, Laura Ellen.....	Kinston
McIntyre, Mary Catherine.....	Charlotte
McMillan, Betsy Barbara.....	Raleigh
Mayer, Rae Hermine.....	Raleigh
Mayfield, Bobby Ruth.....	Monroe
Maynard, Carol Elizabeth.....	Chapel Hill
Mayo, Ella Elizabeth.....	Goldsboro
Mead, Helen Gertrude.....	Westfield, N. J.
Mills, Mary Helen.....	Raleigh
Mims, Cornelia Parks.....	Raleigh
Moore, Mary Elizabeth.....	Wadesboro
Morehead, Rosemary.....	St. Pauls
Murray, Martha Elizabeth.....	Burgaw

Nance, Mary Lou.....	Portland, Penn.
Nance, Priscilla Claire.....	Raleigh
Norville, Lucye Beverly.....	Richmond, Va.
Olive, Emily Louise.....	Raleigh
Parker, Margaret Stalker.....	Woodland
Patty, Grace Elizabeth.....	Jacksonville, Fla.
Peck, Laura Frances.....	Albemarle
Pennington, Wylda Mae.....	Bennettsville, S. C.
Perkins, Annie Wray.....	Roxboro
Phillips, Iris.....	Cary
Pitman, Margery Edna.....	Fairmont
Pittman, Dorothy.....	Raleigh
Pryor, Lillie Belle.....	Miami, Tex.
Pugh, Jane Bryan.....	New Bern
Ralston, Helen Mae.....	Wilmington
Ray, Evelyn Mae.....	Whitakers
Sanderson, Verna Louise.....	Lumberton
Sharpe, Betty Ann.....	Lexington
Shields, Ione Kitchen.....	Scotland Neck
Shoemaker, Margaret Annabelle.....	Charlotte
Shuffler, Ila Marie.....	Raleigh
Smith, Helen Frances.....	Kipling
Smith, Rachael Gilbert.....	Kings Mountain
Snow, Laura Frances.....	McAdenville
Sowers, Frances Evelyn.....	Jonesboro
Starling, Evelyn Louise.....	Rocky Mount
Stealey, Jessie Louise.....	Raleigh
Stephenson, Mary Ella.....	Raleigh
Strole, Rachel Estella.....	Chadbourn
Swaim, Margaret Lois.....	High Point
Teachey, Mildred Frances.....	Raleigh
Terrell, Alice Louise.....	Norlina
Thomas, Windham Charlotte.....	Apex
Thomas, Henri Claire.....	Raleigh
Thomas, Virginia Dare.....	Apex
Thompson, Rachel.....	Colerain
Thornton, Mildred Cain.....	Garden City, Long Island, N. Y.
Toms, Anna Lou.....	Shelby
Tulbert, Doris Dean.....	Millers Creek
Ward, Hattie Griffin.....	Williamston
Watlington, Margaret Reid.....	Ruffin
Watson, Betsy Ellen.....	Fayetteville
Weathers, Margaret Lenoir.....	Fuquay Springs

Webb, Martha Christine.....	Mount Airy
White, Bonnie Lee.....	Margarettsville
Whitten, Grace Alice.....	Raleigh
Williams, Ruth Joyce.....	Burlington
Williamson, Mary Jo.....	Raleigh
Wilson, Hilda Louise.....	Hallsboro
Worley, Lula Grace.....	Cerro Gordo
Zentz, Ruth.....	Baltimore, Md.

PART-TIME STUDENTS

Adams, Frances Margaret.....	Clayton
Barnes, Barbara.....	Raleigh
Blackman, Mildred.....	Raleigh
Brooks, Winona.....	Clayton
Burns, Clarice.....	Raleigh
Campbell, Virginia Lee.....	Raleigh
Charlton, Mary Alice.....	Raleigh
Cooper, Robert.....	Raleigh
Council, Virginia.....	Raleigh
Crump, Doris Branch.....	Enfield
Daniels, Myrtle Mason.....	Raleigh
Davis, Florence.....	Wilmington
Dawson, Eugene B.....	Raleigh
Everett, Ruth Heatherly.....	Raleigh
Freeman, David.....	Raleigh
Hamrick, Martha.....	Raleigh
Hamrick, Olive.....	Raleigh
Herring, Lucille.....	Raleigh
Hester, Robert.....	Wendell
Howell, Ida Willa.....	Raleigh
Howell, Sarah Elizabeth.....	Greenville
Hunt, W. T., Jr.....	Apex
Ivey, Ramon.....	Raleigh
Kohl, Robert Tyler.....	Raleigh
Kuettner, Robert.....	Raleigh
Lassiter, Hazel Martin.....	Raleigh
Martin, Mary E.....	Raleigh
Overby, Mary Lois.....	Cary
Paulson, George.....	Raleigh
Rautenstrauch, Ruth Purdy.....	Raleigh
Rowland, Ethel M.....	Raleigh

Satterfield, Margaret.....	Raleigh
Satterfield, Mary Louise.....	Raleigh
Saunders, John.....	Four Oaks
Van Wagennigen, Amanda H.....	Raleigh
Wall, Pauline	Raleigh
Washburn, Jane	Mebane
West, Paul, Jr.....	Raleigh
Wiegmann, Mary Smith.....	Dunn
Wilson, Maude Elizabeth.....	Raleigh
Wright, Helen.....	Raleigh

Summary of Students

Seniors	112
Juniors	108
Sophomores	102
Freshmen	185
Total Classmen	457
Part-time Students.....	40
Total	497

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Delaware	1
District of Columbia.....	2
Florida	2
Georgia	2
Kentucky	3
Maryland	1
Massachusetts	1
New Hampshire	1
New Jersey	4
New York	4
North Carolina.....	440
Pennsylvania	2
Rhode Island	2
South Carolina	9
Texas	1
Virginia	17
West Virginia.....	2
Africa	1
Cuba	1
Puerto Rico	1

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QUARTERLY BULLETIN

Department of Music

Meredith College

RALEIGH, NORTH CAROLINA

Season 1941-1942

Entered January 13, 1908, at Raleigh, N. C.
as Second-Class Matter
Under Act of Congress of July 16, 1894

THE curriculum of Meredith College is planned with a two-fold purpose in mind: first, to give each student a broad cultural background based upon the integration of the several divisions of knowledge, and second, to allow each student to attain some degree of specialization within one chosen field of knowledge—all based upon a Christian philosophy of living and human relations.

Within this plan, the faculty feels that an acquaintance with the basic principles of the fine arts is essential to every well-educated person. The college therefore provides every student with the opportunity to hear an abundance of good music as well as to receive instruction in the technique and theory of the art, and for those students who desire to specialize in the field of music it offers well-organized courses of study leading to the degree of Bachelor of Arts with major in piano, organ, violin, voice, or public school music.

The college also offers a fifth year of study confined exclusively to music, to students who have already received the degree of Bachelor of Arts, upon completion of which the student may receive the degree of Bachelor of Music. Detailed information concerning the requirements for both of these degrees will be furnished upon application to the president of the college.



*Dr. Harry E. Cooper,
head of the Department
of Music, confers
with a student*



*In the violin studio of
Mr. Edgar H. Alden*

The musical organizations on the campus contribute much to student life and activities. Among these may be mentioned the vested choir of eighty, the glee club of thirty, the orchestra, the MacDowell Club composed of piano students, and various smaller organizations. Concerts by these groups and by advanced students and faculty members provide a cultural element, the importance of which cannot be overlooked. Several of the faculty members in the department are concert artists of recognized standing.

Meredith College is a liberal arts college associate member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in the catalog are in accordance with the published regulations of the National Association of Schools of Music.

An organ student plays Sowerby





*Lily Pons sings on the Raleigh
Civic Music Course*

Rates of tuition in the department are maintained at the lowest possible level in order to allow as many students as possible to have the advantage of music courses. Students of the college may enroll in the classes in theory without the payment of any special fee.



The Glee Club, directed by Miss Ethel Rowland, in rehearsal

During the nine-week session from June 8 to August 8, a student may earn a maximum of nine semester hours of credit; that is, she may carry three courses.

Practically all classes will meet daily from Monday through Saturday, except that classes will not hold on the following Saturdays: June 20, July 3, July 18, August 1. The class schedule extends from 8 a.m. to 1:00 p.m.

The residence halls provide comfortable living quarters. Meals will be served in the College dining hall. Students will furnish their own beds and bed linens (for single beds).

Informal social programs are being planned. Bus service from the front door of the administration building provides abundant opportunity for social contacts and shopping in the city of Raleigh.

STAFF OF SUMMER SESSION

ARLYLE CAMPBELL, A.B., A.M., LL.D.	President
MILLER B. HAMRICK, A.B.	Bureau
EDNA FRANCES DAWKINS, A.B.	Dean of Women
HAZEL BAITY, A.B. in L.S.	Library
BENSON W. DAVIS, A.B., A.M., Ph.D.	Dean
EDGAR H. ALDEN, Mus.B., Mus.M.	Fiddle
LUTHER W. BARNHARDT, A.B., A.M.	Government, History
ERNEST F. CANADAY, A.B., A.M., Ph.D.	Mathematics
CLAYTON CHARLES, A.B., A.M.	Art
GEORGE A. CHRISTENBERRY, B.S., A.M., Ph.D.	Biology
HARRY E. COOPER, A.B., Mus.B., Mus.M., F.A.G.O.	Music
MAY CRAWFORD	Piano
HARRY K. DODSETT, A.B., A.M.	Education
ELLIOTT HEALY, A.B., A.M., Ph.D.	Modern Languages
HAZEL MARTIN LASSITER, Mus.B.	Poese
MARY JAMES SPRUILL, A.B., A.M.	English
SANFORD WINSTON, A.B., A.M., Ph.D.	Sociology
Instructor to be Selected...	Shorthand, Typewriting

COURSES OF INSTRUCTION

The number in parentheses following the title of the course indicates the semester hours of credit allowed.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of six students. Other courses will be made available if a sufficient number of students make advances request for them.

ART

21. *History and Appreciation of Art* (3).
A survey of Art from prehistoric times to the Renaissance. Studio fee, \$2.00.

Outdoor Sketching (3).

- A field and studio course in drawing and painting in oil and watercolor. Studio fee, \$10.00.
First semester's work in Freshman English.

Art Education (3).

- A study of the aims and methods of elementary school art with studio practice in drawing, painting, and crafts for that level. (Designed to meet one semester of the two-semester requirement for certification.) Studio fee, \$2.00.

Modern Art (3).

- A study of significant movements in the fields of painting, sculpture, and architecture in Europe and the United States from the French Revolution to the present day. Studio fee, \$2.00.

HISTORY AND GOVERNMENT

1. Historical Backgrounds of Modern Civilization (3).

- For first semester's work of a year course for Freshmen and Sophomores. Conducted by means of instantanees, occasional hour examinations, and a final examination. A loose-leaf notebook and a large amount of collateral reading required.

21. American History (3). A survey course in American history up to 1865.

23. Modern European Governments (3).
A study of the governments of England, France, Germany, Italy, and Russia.

MATHEMATICS

1. College Algebra (3). Prerequisite: 1½ units of high school algebra.

2. Trigonometry (3). The third course in plane trigonometry. Of the following courses, the one for which the demand is greater will be offered:

21. Solid Geometry (3). Elementary course. Prerequisite: plane geometry.

23. Theory of Equations (3). Advanced topics in algebra. Prerequisite: college algebra.

31. Statistics (3). A course in elementary statistical procedure.

MODERN LANGUAGES

French 21. Intermediate French (3). A rapid review of French grammar with emphasis upon the use of the spoken language. Readings from contemporary French authors.

Prerequisite: Two units or one college year in French.

Spanish 21. Intermediate Spanish (3).

A review of Spanish grammar and reading, which stress the various phases of Latin-American relations. Emphasis on the use of the spoken language.

Prerequisite: Two units or one college year in Spanish.

French 51-52. Survey of French Literature (6).

A study of the development of French literature from the beginning to the contemporary period. Reading of the significant works in every genre, as well as background material. Counts as two courses.

ENGLISH

1. English Composition (3).

A study of the techniques of composition; illustrative readings, chiefly of expository prose; weekly papers, a research paper, individual conferences.

First semester's work in Freshman English.

21. History of English Literature (3).

A general survey of English literature through the sixteenth century.

69. Eighteenth Century Prose (3).

A study of eighteenth century prose, with emphasis on Addison and his circle.

HISTORY AND GOVERNMENT

1. Historical Backgrounds of Modern Civilization (3).

For first semester's work of a year course for Freshmen and Sophomores. Conducted by means of instantanees, occasional hour examinations, and a final examination. A loose-leaf notebook and a large amount of collateral reading required.

21. American History (3). A survey course in American history up to 1865.

23. Modern European Governments (3).
A study of the governments of England, France, Germany, Italy, and Russia.

Courses for Prospective Freshmen

The courses listed below are open to recent high school graduates, and carry three semester hours of college credit. In some cases they represent the first half of a course, extending throughout the college year; provision will be made to complete the year's work in the first semester of 1942-1943.

Applied Music	French 21
Art 21	History 1
Biology 1	Mathematics 1
Biology 2	Mathematics 2
English 1	Spanish 21



develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

Public School Music will be offered if there is sufficient demand.

SHORTHAND AND TYPEWRITING

53. Beginning Shorthand (3).

Aims: (1) A thorough knowledge of brief forms, (2) a reading rate of 100 words per minute on printed material; (3) ability to transcribe satisfactorily.

51. Beginning Typewriting (1).

Mastery of the keyboard; proper techniques of typewriting; use of the typewriter.

(Credit in the above ten courses is granted only to seniors in Business Administration.)

SOCIOLOGY

21. Principles of Sociology (3).

A general introduction to the field of sociology.

62. Population Problems (3).

A course adapted to the needs of the general college student who wishes to obtain an understanding of man as an element of world culture and to de-

CALENDAR

May	Registration in Gymnasium, 2:00 p.m.
Sunday	Classes begin, 8:00 a.m.
Sunday	Holiday
Sunday	Examinations
Sunday	Summer Session Ends

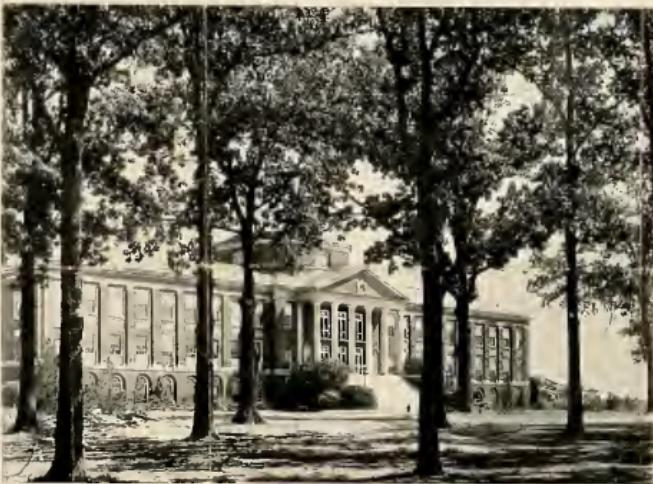
EXPENSES

three courses, giving nine semester hours of credit)	\$30.00
Entertainment and recreational activities	2.00
Room and board	65.00
For each additional course, for each three-hour course	12.00
Biology laboratory fee, for each course	4.00
Art (Studio fees listed under Courses)	
Piano, Violin, Organ, Violon (Two half-hour lessons a week)	25.00
One half-hour lesson a week	13.50
Use of piano, one hour daily	3.00
For each additional hour	1.50
Lessons of organ, fifteen or twenty-five cents an hour.	
Use of typewriter, one hour daily	3.00

Fees are payable as follows: one-half, on registration; one-half, July 8. No refunds on account of withdrawal will be allowed.

RECOGNITION

Meredith College is a standard four-year college for women, with membership in the Southern Association of Colleges and Secondary Schools since 1921, the American Association of University Women since 1923, and on the approved list of the Association of American Universities since 1928. The College is an associate member of the National Association of Schools of Music.



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Member Summer is kept in English & C. in Second
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SUMMER SCHOOL BULLETIN
RALEIGH, NORTH CAROLINA

MEREDITH COLLEGE



MEREDITH COLLEGE

RALEIGH, NORTH CAROLINA

SUMMER SESSION

June 8 - August 8, 1942

WHY A SUMMER SESSION?

Meredith College inaugurates this year a nine-week summer session as a service to students who, especially in the present emergency, wish to utilize their summers to the best possible advantage. The following groups, among others, should find it appealing:

(1) Those who wish to complete their college course in less than the regular four years, thus enabling them to begin graduate work or professional careers earlier. Nine weeks of credit may be secured during the session. With three summer sessions, a student can graduate in three years; with two summer sessions, in January of her fourth college year.

(2) Regular college students who wish certain courses which extra-curricular responsibilities or crowded schedules make difficult during the regular college year.

(3) Those who wish to remove conditions or add credit hours to insure their normal scholastic classification or advancement towards a degree.

(4) Students who want to reduce the total cost of their college education by taking advantage of the proportionately lower fees charged for summer work.

(5) Recent high-school graduates who, without reference to college credit, wish to review courses already taken or to take new courses that will prepare them for successful college work in September.

Especial attention is called to the fact that students preparing to enter college in September, at Meredith College or elsewhere, may enroll for courses giving full college credit. Those expecting to transfer such credit to other institutions should secure advance assurance that these courses are properly related to the courses and schedules in the institution to be attended.

GENERAL INFORMATION

Registration will begin in the College Gymnasium at 2:00 p.m., Monday, June 8.

High school graduates and other students in good standing are eligible to enroll in the summer session. A student who plans to enter college in September may begin her regular work here at Meredith in June.

